DOCUMENT RESUME

ED 166 586 CE 021 519

TITLE	Occupational Education for Students with Special Needs: Floriculture.
INSTITUTION	Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS AGENCY	New York State Education Dept., Albany.
PUB DATE	75
NOTE	278p.; For related documents see CE 021 512-529.
AVAILABLE FROM	Board of Cooperative Educational Services of Nassau County, Valentines Rd. and The Plain Rd., Westbury, NY 11590 ($5.00; index and 17 volumes, $75.00; handling charges: total set $10.00; individual documents, $2.50)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Agricultural Education; Behavioral Objectives; Competency Based Education; Curriculum Guides; *Disabilities; Employment Potential; *Floriculture; Hygiene; Job Skills; Learning Activities; Mainstreaming; Postsecondary Education; Secondary Education; *Special Education; Teaching Guides

ABSTRACT

This curriculum resource guide on floriculture is one of a series of seventeen specialized curriculum guides for occupational education of the marginal, handicapped, or special needs occupational education student. The guide begins with six behavior clusters that contain a series of forty-two instructional topics designed to teach job-required behavior skills common to all employment: accuracy and productivity, initiative and perseverance on the job, positive response to direction and supervision, regularity and punctuality, self-reliance and reliability, and work tolerance. Learning activities and performance activities are included for each topic. The remainder of the guide is comprised of job modules for the following: floral design assembler, floral design assembler assistant, floral design packer, flower shop assistant, pot plant assistant, styrofoam cutter, and wholesale florist assistant. Each job module begins with a job description followed by suggested instructional activities and a performance objective for each instructional topic. Also included are appropriate personal appearance topics. (LRA)

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FLORICULTURE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This book, one of a series of 17, was written and published in partial fulfillment of a long-standing commitment of the Board of Cooperative Educational Services of Nassau County – that is, to make occupational education available to any County resident who seeks it. The material in its pages should open a door that formerly was barely ajar.

For handicapped youth and adults, access to occupational education historically has been blocked – or at best, difficult. In recent years, however, the Nassau BOCES has sought to remove the traditional barriers. It has incorporated occupational and pre-occupational training elements into its special education programs. It has enrolled these pupils directly in its occupational education programs for the non-handicapped. And it has created new occupational education programs for students with special needs where none before existed.

This book, then, carries that effort a step further. It provides the teacher of occupational subjects with a new and different instructional tool – a tool particularly useful in the task of extending new educational opportunities to this population.

Through the use of this instrument, that task should be easier, the results more effective. And the handicapped student of whatever age should reap a benefit in the form of an additional degree of independence that his/her learning makes possible.

William T. Callahan
Executive Officer
Board of Cooperative Educational
Services of Nassau County

PREFACE

Students with special educational requirements form one of the most important challenges to public education.

Recently, education for the so-called special education or special needs student has been expanded to include intensive occupational education programming, recognizing that many, if not all, persons are employable and can be economically self-sufficient. The special needs individual who is capable, because of his preparation, of entering the work force, whether as a totally independent person or one whose occupational training can be used only under some form of sheltered situation, is an asset and a positive force in society.

As a result of a compelling need for relevant specialized occupational education curricula for these newly identified populations, Nassau BOCES submitted a curriculum development proposal to the State Education Department of New York State, which was subsequently funded through Public Law 90-576.

The proposal was directed to the development of 17 specialized curricula, focusing on occupational education for the marginal, handicapped or special needs occupational education student.

Three curriculum developers, assisted by a host of occupational and special education teachers, the Nassau BOCES Division of Research and Development, inputs from more than 400 industries, and representatives of the State Education Department, were involved in this effort. The occupational education curriculum development team observed the populations referred to in a variety of BOCES special and occupational education programs. The tasks the students performed, and the skills they displayed, were noted. In this way, and through coordinative involvement with occupational and special education teachers, the team became aware of the needs, as well as the capabilities, of the students as they related to potential job performance. The team then visited appropriate businesses and industries within the County to analyze skills needed in actual entry-level jobs. They also identified appropriate basic entry-level jobs within each major occupational field.

Based on data collected from all field observations, occupational education specialists were engaged to write suggested learning tasks. These were organized with other materials relating to job behavior and attitude, and constitute this Curriculum Guide.

In order to provide a comprehensive view of the entire series, a separate compendium of the tables of contents of all 17 books has been prepared. The titles of these books appear on page xvi. This compendium is available on request from Nassau BOCES.

The job titles selected for each guide are not meant to limit the future of any student. Rather, whenever appropriate, students should be prepared for a variety of entry-level positions within an occupation. If possible, all pupils should be made familiar with a variety of occupational situations that demand identical skills, and yet are representative of advanced opportunities in the world of work.

This Curriculum Resource Guide was made possible through the cooperation and support of BOCES administrators, guidance counselors, work experience coordinators, placement counselors, teachers from both our special education and occupational education divisions, research and development staff, and managerial personnel, plant foremen and employees from business and industry who provided materials and information, along with suggestions and recommendations.

We additionally wish to thank BOCES Technical Support Services for printing this series.

To those persons listed on the acknowledgment page who contributed directly to the text, and to the many others cited, we express our sincere appreciation.

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DESIGN OF THE SERIES

In order to allow teacher (T) and student (S) as many options as possible, this entire curriculum series of 17 books is designed in a modular system; that is, basic tasks and behaviors as they occur in a given occupation or as they apply to several occupations, are grouped. The Job Module defines the technical skills and activities required in a particular entry-level job station. Within each job module are Instructional Topics which define the basic skills required in the job station work setting. A table of contents for this book follows at the end of this section, so that supervisors of occupational programs may determine alternate selections of occupational choices for students, as necessary.

Note: Any topic that deals with measurement that may require conversion to metric is flagged Mm in the table of contents.

Likewise, a modular approach is used for "survival," or job-required behavior skills, common to all employment. A series of Behavioral Instructional Topics appears at the front of every book.

JOB-REQUIRED BEHAVIORS

TOPIC Identifying Oneself to Strangers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play =1: T plays both roles of stranger and student:

Stranger: Hello young man. . .Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role Play =2 T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

At the conclusion of this section are a series of Behavioral Clusters and the appropriate behavioral instructional topics that support each cluster. The teacher may thus develop a plan which combines the use of technical skill and behavioral instructional topics as required by the particular job. Further, if the teacher finds that the student is deficient in a behavioral cluster, he/she may utilize one or more of the related behavioral instructional topics as remedial tools.

CLUSTERS

I Accuracy and Productivity	
Keeping Busy During Slow Periods	B4
Relationship with Supervisors	B11
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Safely	B25
Working Under Pressure	B27
II Initiative and Perseverance on the Job	
Getting to School and/or Work	B1
Identifying Oneself to Strangers	B2
Keeping Busy During Slow Periods	B4
Reporting to Supervisor or Person in Charge	B13
Sitting or Standing for Long Periods of Time	B16
Working Alone	B20
Working in Crowded Areas	B21
Working in Public Areas	B23
Working Under Pressure	B27

The Job Description begins each module, telling WHAT student does; WHO student works with; HOW student is supervised; WHERE student works. Additionally, it sometimes includes unique requirements of the job such as physical strength, exceptional personal neatness or the wearing of a uniform. Job stations for each curriculum guide have been classified alphabetically, because often no rank order of difficulty can be established for these populations, for whom individual differences and desire to achieve a place in the world of work, may cause substantial diversity in performance.

JOB DESCRIPTION

COSMETICS ASSEMBLY-LINE WORKER

A Cosmetics Assembly-Line Worker

- performs the following major tasks:
  - works with conveyor belts
  - handles labeling machines
  - works with glass bottles and jars
- works usually alongside and in coordination with other workers
- works under periodic supervision
- works in a large, well-illuminated factory-type area; may sit or stand at job station

x

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Appropriate Instructional Topics appear in each job module. Each topic is separated by double lines. Topics have been arranged in logical task presentation and serve as the basic units of instruction. The Suggested Instructional Activities are the means used by the teacher to permit each student to gain mastery of the instructional topic. The specific topic names appear at the left, and the job module titles at the right.

TOPIC Working with Labeling Machines (cont.) COSMETICS ASSEMBLY-LINE WORKER

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate hand-stamping labeling machine and automatic labeling machine by (1) setting labeling designations, (2) inking stamping plates, (3) labeling merchandise with hand-stamping machine, or producing adhering labels and stamping them on merchandise with automatic labeling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC Working with Glass Bottles and Jars

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that glass bottles and jars must be handled carefully to avoid breaking or chipping them and that a cardboard or similar divider must be provided to separate them.

S selects a variety of glass bottles and jars from stock room.

S sorts bottles and jars by size and selects cartons of appropriate sizes into which to place them.

Many of the instructional activities also point up specific Safety Considerations.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations Handle broken glass carefully

A complete Performance Objective appears at the end of each topic. The objective clearly specifies the observable behaviors which the student will learn and demonstrate as a result of the lesson of instruction, and the conditions under which he/she will perform it.

S explains how to pick up and sweep up pieces of glass carefully if a bottle should break.

Safety Considerations Handle broken glass carefully

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) handle glass bottles and jars safely, (2) place them in cartons properly, and (3) pick up and sweep up glass fragments. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

Also included as part of each job module are appropriate personal appearance topics.

TOPIC Personal Hygiene and Proper Dress on Assembly Lines — COSMETICS ASSEMBLY-LINE WORKER

SUGGESTED INSTRUCTIONAL ACTIVITIES

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

The teacher will be expected to identify and obtain the materials necessary for implementation of the instructional topics.

The teacher is further encouraged to expand the scope of suggested instructional activities presented herein, to include his/her most imaginative teaching methods, student application activity and student evaluation procedures, for the most effective presentation of the lesson.

In the final analysis, nothing can replace the knowledge and the expertise of the teacher in the particular skill being taught.

The teacher is urged to regard the module as a resource rather than a prescription for the exact method of teaching a lesson. A teacher's own professional understanding of the subject and of individual students will enable him/her to adopt appropriate methods for teaching the module content and helping each student to develop the indicated skill. The teacher's familiarity with the occupation will enable him/her to teach appropriate job behaviors and technical skills together, giving the student a more realistic sense of the world of work.

The success of the special education student in a program of occupational education will be largely dependent on the ability of the student to be adaptable to a variety of occupational situations. Learning the skills of several job modules would greatly increase his employability and options. The teacher should, therefore, regard this curriculum series as a guide toward providing the special education student with occupational education most suited to his/her learning disabilities, interests and capabilities. All students will thereby be permitted to advance to their greatest employable potential.

The following job-required clusters of behaviors have been derived: Accuracy and Productivity, Initiative and Perseverance on the Job, Positive Response to Direction and Supervision, Regularity and Punctuality, Self-Reliance and Reliability, and Work Tolerance. If the teacher finds that one or more of his/her students has a deficit in one of these behavioral clusters, he/she should refer to Behavioral Clusters and Their Related Behavioral Topics which appear on the following pages. The general job-required behaviors, preceded by roman numerals I-VI, are listed, along with their supporting topics of instruction.

BEHAVIORAL CLUSTERS AND THEIR RELATED BEHAVIORAL INSTRUCTIONAL TOPICS

I Accuracy and Productivity
- Keeping Busy During Slow Periods B4
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Safely B25
- Working Under Pressure B27

II Initiative and Perseverance on the Job
- Getting to School and/or Work B1
- Identifying Oneself to Strangers B2
- Keeping Busy During Slow Periods B4
- Reporting to Supervisor or Person in Charge B13
- Sitting or Standing for Long Periods of Time B16
- Working Alone B20
- Working in Crowded Areas B21
- Working in Public Areas B23
- Working Under Pressure B27

III Positive Response to Direction and Supervision
- Relationship with Customers B9
- Relationship with Supervisors B11
- Reporting to Supervisor or Person in Charge B13

IV Regularity and Punctuality
- Getting to School and/or Work B1
- Punctuality B5

V Self-Reliance and Reliability
Getting to School and/or Work B1
Identifying Oneself to Strangers B2
Punctuality B5
Relationship with Co-workers B7
Reporting to Supervisor or Person in Charge B13
Riding in Elevators B14
Riding on Escalators B15
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Safely B25
Working Under Pressure B27
VI Work Tolerance
Keeping Busy During Slow Periods B4
Relationship with Co-workers B7
Relationship with Customers B9
Relationship with Supervisors B11
Reporting to Supervisor or Person in Charge B13
Sitting or Standing for Long Periods of Time B16
Working Alone B20
Working in Crowded Areas B21
Working in Public Areas B23
Working Under Pressure B27

Books in this series include:

Automotive Maintenance
Body and Fender Repair
Building Maintenance
Building Trades
Distributive Services
Electronic Assembly
Floriculture
Food Services
Graphics
Mechanical Assembly
Office Services
Ornamental Horticulture
Packaging
Personal Services, Health Oriented
Personal Services, Housekeeping Oriented
Plastics Manufacturing and Assembling
Wood Products Assembly

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8	Floral Design Assembler Assistant
9	Working with Sharp Tools and Implements
10	Handling Industrial Wire
10	Opening Sealed Corrugated Cartons
11	Folding and Unfolding Cardboard Boxes and Corrugated Cartons
12	Disposal of Paper Refuse

13 Sorting and Grouping Items to Specification
14 Working on Assembly Lines
15 Personal Hygiene and Proper Dress on Assembly Lines

16 Floral Design Packer
17 Folding and Unfolding Cardboard Boxes and Corrugated Cartons
17 Mm Assembling Corrugated Cartons
18 Working on Assembly Lines
19 Mm Packing and Sealing Cardboard Boxes and Corrugated Cartons
20 Matching and Marking Coded Letters and Digits
21 Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts
22 Personal Hygiene and Proper Dress on Assembly Lines

23 Flower Shop Assistant
24 Unpacking Flowers from Boxes or Paper Wrappings
25 Opening Sealed Corrugated Cartons
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38		Dusting and Shining Plant Leaves
39		Decorating Plants
40		Affixing Tags and Labels
41		Riding in Delivery Trucks
42		Assisting Delivery
43	Mm	Sweeping and Mopping Floors and Walks
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54		Care of Cut Flowers
55		Sorting and Grouping Items to Specification
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59		Working in Refrigerated Areas
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63 Loading and Unloading Trucks
63 Working with Short-Handled Brooms and Dustpans
64 Mm Sweeping and Mopping Floors and Walks
65 Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

JOB-REQUIRED BEHAVIORS

TOPIC: Getting to School and/or Work

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T makes a transportation list to aid his discussion of how each S gets to school and/or work and S's available alternate means of transportation.

T leads a discussion covering the following points:

- S's means of getting to school and/or work
  Does S travel by bus alone? Does S arrive by bus with supervised group? Does S walk to school accompanied by others?
- S's personal experiences of getting to school and/or work
- reason for wanting to get to school and/or work
- similarity or difference of getting to school and/or work

T leads a discussion of alternate means of transportation for getting to school and/or work in inclement weather or under unforeseen circumstances.

T questions each S individually about alternate means of travel and clarifies S's regular and alternate means of travel.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to arrive at school and/or work regularly, independent of weather conditions or unforeseen circumstances.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

BUS
#1
SC1-74

TOPIC: Identifying Oneself to Strangers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T plays both roles of stranger and student:

Stranger : Hello young man...Is this the (Office Practice Shop)?
Student: Yes.
Stranger: What is your name?
Student: (Mumbling last name): My name is (John Watson).
Stranger: John what?
Student: My name is (John Watson).

T discusses with class when and why strangers ask a person's name. T elicits from Ss remarks about what happens when someone mumbles, speaks too low or has speech difficulty.

Role play #2: T role plays a stranger with each S, asking S's name. T reverses role with each S. Rest of the class observes and makes comments and suggestions.

Role Play #3: Before beginning this role play of giving one's address to another person, T determines that each S either knows his address or carries a card with his name, address and telephone number. T role plays a stranger and asks a S his name, then questions S about his address, and also role plays a S who gives his name to a stranger and then shows his address card.

T directs discussion to elicit comments on giving one's name and showing one's address card. T then has Ss show their cards and elicits comments from those who know their address but don't have cards. These comments should lead into the next role play.

Role Play #4: T structures a role play of telling a stranger one's name and address. After all Ss capable of telling their address have practiced, T continues the role play, varying the performance of the card-carrying and verbalizing Ss.

TOPIC: Identifying Oneself to Strangers (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) say his name intelligibly and (2) either tell his address or exhibit an identification card.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Keeping Busy During Slow Periods

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T assigns each S a task, purposely giving heavier work loads to some. T observes Ss unobtrusively and watches for those who finish first and waits for those who finish last.

T asks Ss why some took longer than others, directing discussion to have Ss discover that difference in work loads is the reason.

T asks Ss how the job could have been finished sooner. Ss should realize at end of discussion that, when finished ahead of others, they should seek supervisor's direction and help those who have not yet completed their tasks.

T asks Ss to explain why a worker gets paid, directing discussion to reveal phrases about importance of being as productive as possible and of doing a good job. T then asks Ss what a worker should do when finished with an assigned task.

T elicits from Ss the information that worker should report to supervisor for a new assignment. Also, worker can ask permission to help co-worker who has heavier work load.

T outlines simple work situation, comparing busy, cooperative worker with one who is idle, and asks Ss which one will be employed longer.

T repeats learning sequence by randomly assigning unequal tasks, by observing Ss behavior and by having Ss discuss their feelings and thoughts about keeping busy during slow periods.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) keep busy, (2) ask supervisor for additional work after finishing assigned task, and (3) assist others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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B4-1

TOPIC: Punctuality

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows picture of people at work in a given trade. Ss identify activities.

T asks Ss why people work and encourages Ss during discussion to develop definition of a "working day."

T, comparing school hours to a working day, talks of importance of arriving punctually at school and after taking classroom breaks or lunch breaks, and asks for comparison between class hours and hours on a job.

T asks Ss to relate why it is important for workers to arrive on time, directing discussion to such words as "dependability," "good worker," "cooperation."

Role Play #1: T, with three Ss (S1, S2, S3), sets up simple task, requiring each S to do his share. T, after a short time, suggests that S2 leave activity. S1 and S3 must then complete task.

T asks class how others are affected by a tardy or frequently absent worker. T directs discussion in order that Ss understand that two workers must work harder to complete task assigned to three.

T questions class as to why when there is less work to do, one worker will retain his job while another will be fired.

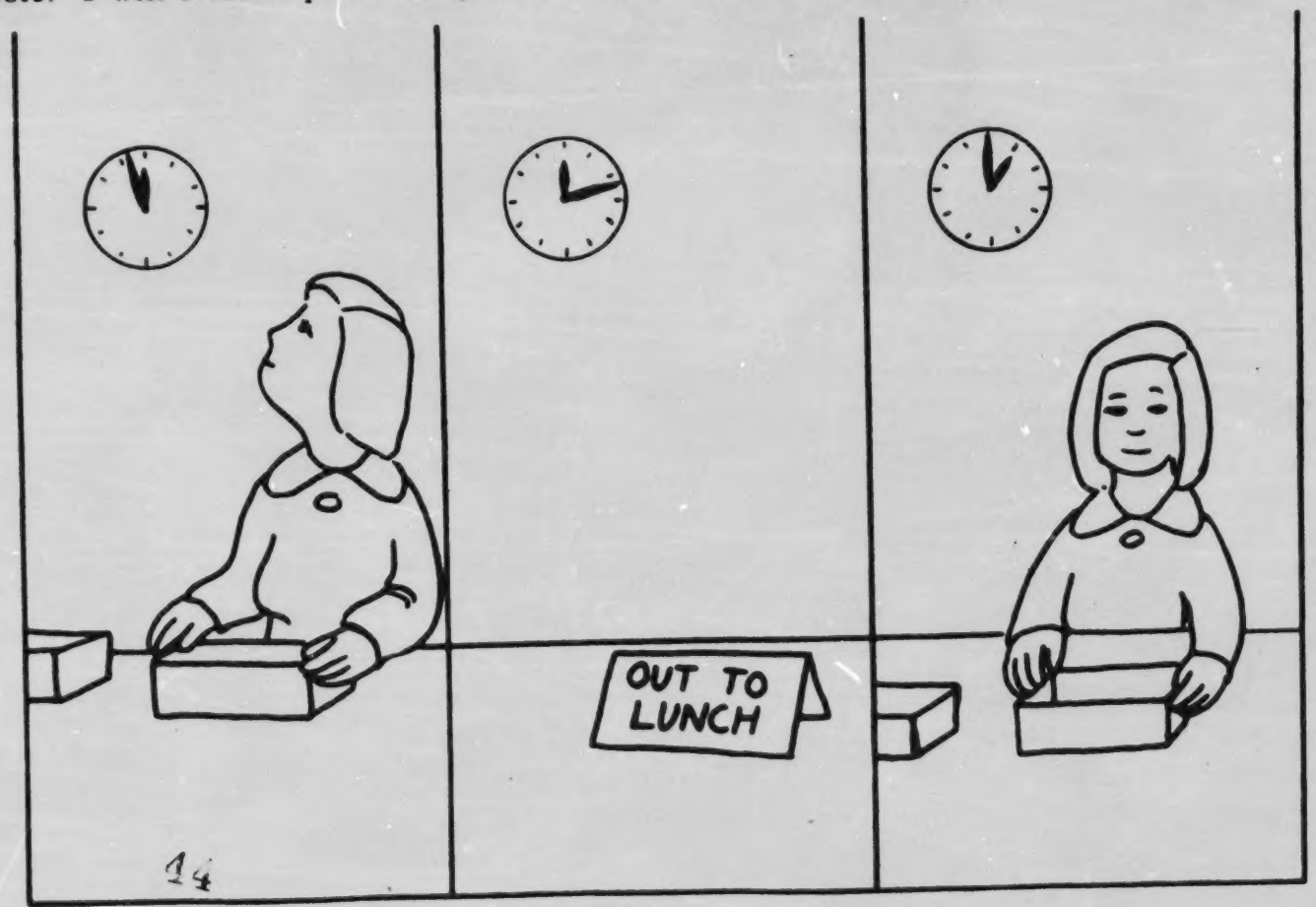
T asks class about what a worker should do when he must be absent or will be late getting to work. T elicits from Ss remarks about importance of telephoning company.

Role Play #2: T, using teletrainer unit and assigning a S to each role, sets up the following situation: worker calls in and explains why he will be late or absent; supervisor asks how late worker will be or when he will be able to return to work. T suggests proper phrasing and repeats exercise. Ss take turns playing different roles.

TOPIC: Punctuality (cont.)

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) arrive on time, (2) return from breaks on time, (3) return from lunch on time, (4) return from assigned tasks without wasting time, and (5) call in when sick or late.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Relationship with Co-workers

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T performs a three-part task, illustrating and emphasizing relationship of each part to whole task.

T initiates a discussion of Ss' experience with team work.

T assigns three-part task to three Ss (S1, S2, S3). T instructs S1 to complete only his part of task. Task passes to S2, and then to S3. Remainder of class observes.

T, when assignment is completed, initiates discussion among observers to evoke reaction of team to such terms as "blame," "tattle," "sulkiness." T corrects as reactions occur.

T demonstrates correct way in which team should work, performing S1's part for a short time, then S2's and then S3's.

Ss repeat routine until cooperation occurs.

T explains to Ss necessity of performing individually assigned tasks, regardless of co-worker's assignment.

Three Ss are assigned separate functions: T observes reactions as one S finishes before others.

T, when task is completed, initiates discussion among class to elicit comments about S's behavior--who finished first, second or third. T observes individual's reaction to discussion and corrects as necessary.

T stresses necessity of performing each assigned task industriously, without unnecessary conversation. T also impresses upon Ss the need to report to supervisor when finished.

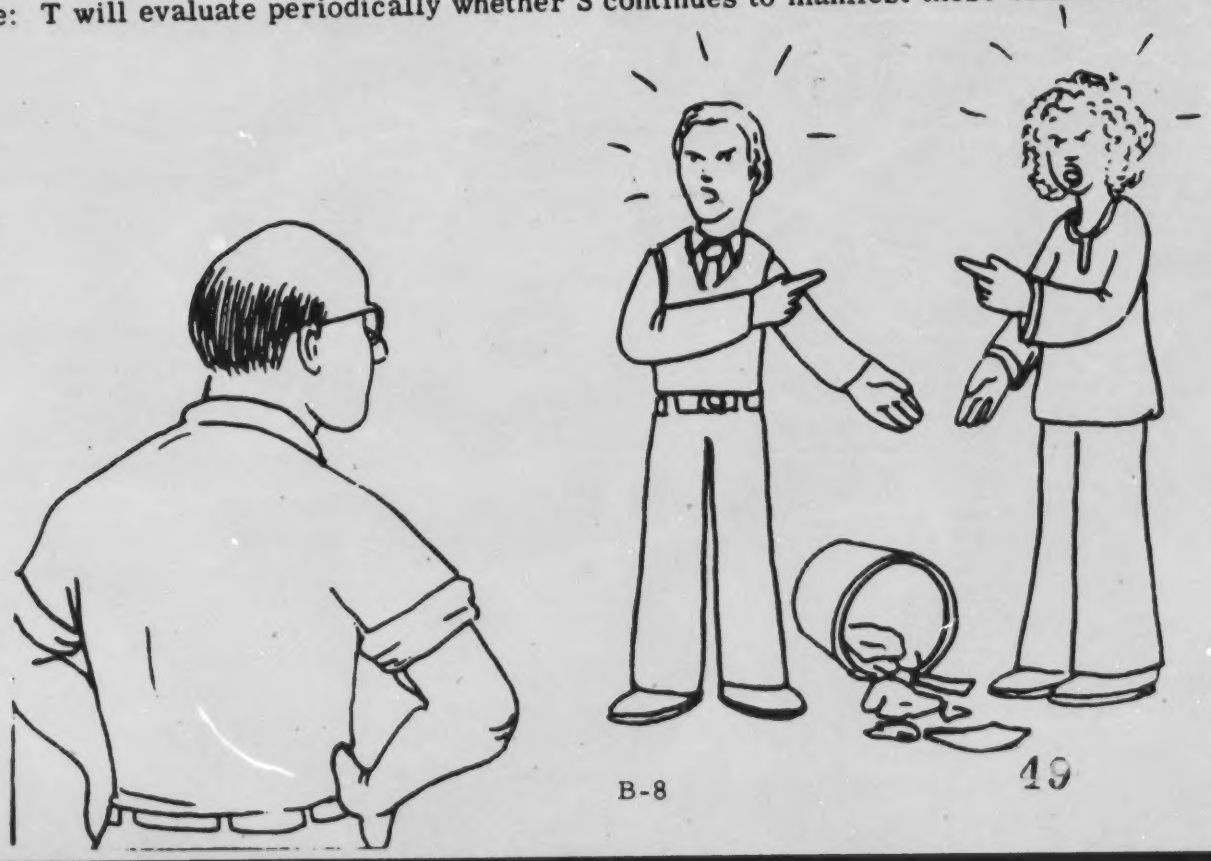
TOPIC: Relationship with Co-workers (cont.)

T instructs Ss how to communicate and behave with co-workers in work situation. T encourages Ss to participate in role playing. T observes and corrects Ss' performances.

T encourages Ss to suggest how to communicate and cooperate in interpersonal relationships.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work (1) individually and (2) cooperatively in a team as directed, (3) without excessive talking, and (4) without sulking, blaming or tattling.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Relationship with Customers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of occupational situations which depict relationship of customers to salesperson, or customers to other service personnel. T asks for identification of roles in each picture and elicits definition of the term "customer" from Ss.

T evokes information from Ss regarding customers' needs, function of worker serving customers, and manner in which worker provides service.

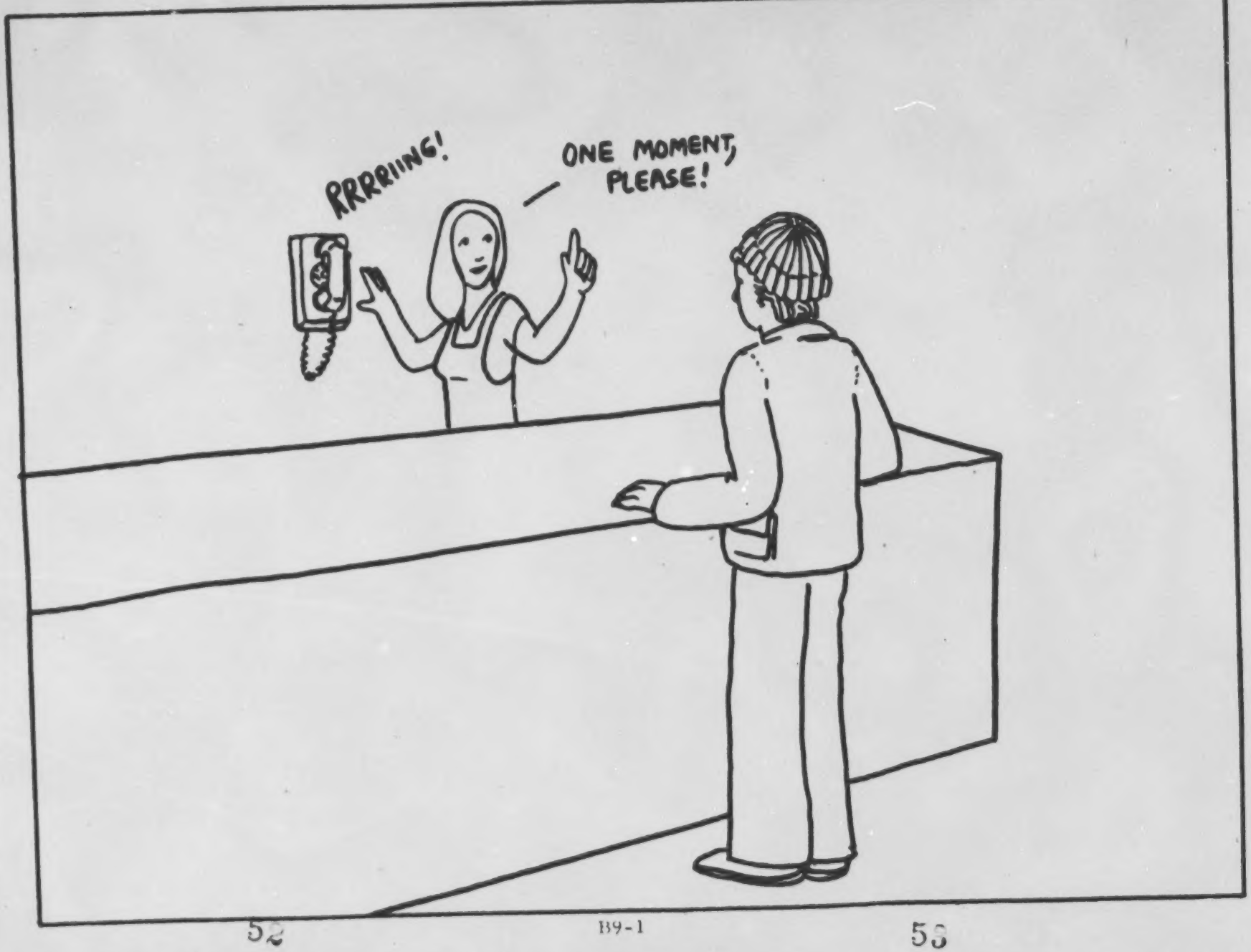
T directs discussion to point out that a business cannot proper unless customers purchase services or goods. Ss, during discussion, also perceive why customers prefer one place to another.

Role Play #1: T asks Ss to role play service personnel, while T plays customer. Remainder of class observes. Suggestions for improvement of service are solicited by T from Ss and corrections are made. T reverses roles: T becomes service person and Ss take roles of customers. Finally, Ss play both customer and worker role.

T discusses with Ss how service personnel should greet customers, answer their questions, direct them to other service workers, or ask them to wait.

Role Play #2: T and Ss role play a situation in which the customer comes into the store and asks a clerk for "Mr. Jones," the manager. The customer is told to wait a few minutes and is asked to sit down. T plays clerk and S plays customer. Remainder of class observes. The role is replayed by all the Ss. After each role play, T discusses and criticizes with class participants' performance of target behavior.

In further discussions, Ss perceive that correct telephone manners play an important role in sound customer and service personnel relations.


RRRRIING!
ONE MOMENT, PLEASE!

TOPIC: Relationship with Customers (cont.)

JOB-REQUIRED BEHAVIORS

T assigns Ss to a work station from which Ss must assist entering customers. T, after observing Ss' performances, determines which role play to choose for further learning and practice situations.

Role Play #3: Using teletrainer unit, T outlines a simple activity, such as a customer calling for information. Ss act out situation, using proper greetings or responding as required. T stresses importance of articulate speech and mature behavior. T rotates exercise so that all Ss have a chance to participate.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) greet a customer, (2) identify his needs, (3) assist him as required, or (4) refer him to another service worker.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Relationship with Supervisors

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Role Play #1: T outlines simple work situation in which classroom is used as work setting. T assigns a pair of Ss to each work station. T plays role of supervisor, Ss play workers. Remainder of class observes.

T elicits from Ss definitions of "supervisor's" and "worker's" roles and relationship.

T repeats role play with each pair of Ss.

Role Play #2: T, as supervisor, assigns short-term, separate tasks to first pair of Ss. Class observes workers' responses and actions.

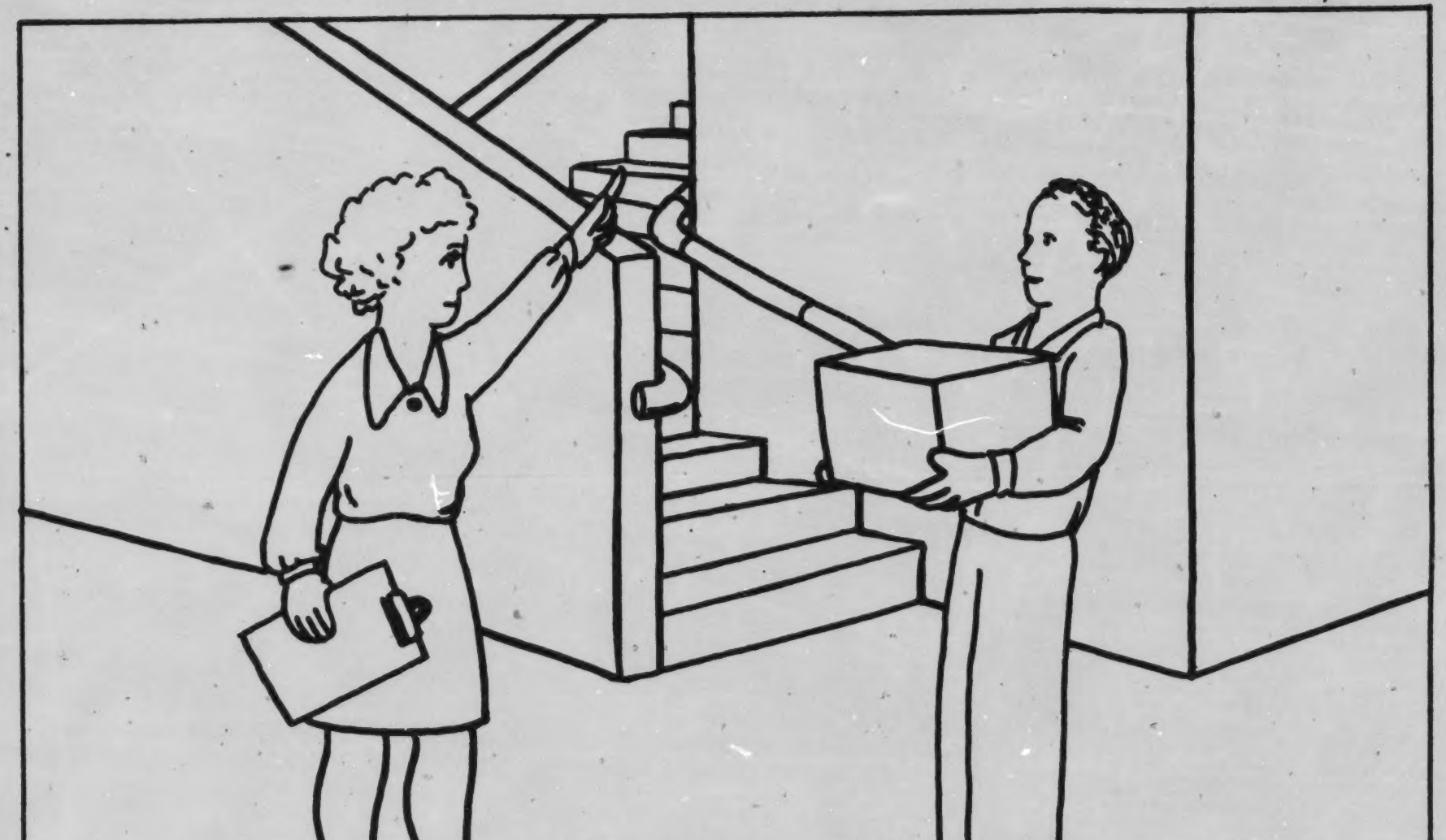
T praises good work, asks for suggestions from class to correct workers' reactions and responses to supervisor's instructions.

T elicits following suggestions from class about what worker should do when:

- he doesn't know how to perform an assigned task
- he doesn't know whether supervisor may be interrupted to answer employee's question: T should emphasize correct process used
- he needs help and supervisor is absent
- he advises supervisor that task has been completed

T and Ss review and discuss all steps.

Lesson is repeated with two different Ss playing workers until all Ss have played role of worker.



Lesson is then repeated with another S playing role of supervisor.

T leads discussion of supervisor's and worker's roles and relationship.

Role play is repeated until each S has played supervisor.

T assigns short-term tasks to Ss, giving them specific instructions as to procedure. T makes notes on all Ss' performance in terms of target behaviors.

T leads Ss in discussion of how well they thought they approached target behavior and clarifies any misperceptions S may have.

T reinforces S's use of target behavior.

T repeats previous learning sequence by reassigning tasks and by discussing Ss' perception of roles until they regularly demonstrate target behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) accept supervision, (2) follow instructions, (3) work steadily until assignment is completed, and then (4) report to person in charge.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Reporting to Supervisor or Person in Charge

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss a film which depicts a worker and supervisor relationship.

T elicits Ss' responses to film and determines whether Ss clearly understand worker and supervisor relationship.

T questions Ss about the behavior that will be expected of them when they are employed. T directs discussion to have Ss remark upon necessity of reporting to supervisor or person in charge as directed (1) after having been hired, (2) when coming to work, (3) after punching time card, and (4) while awaiting supervisor.

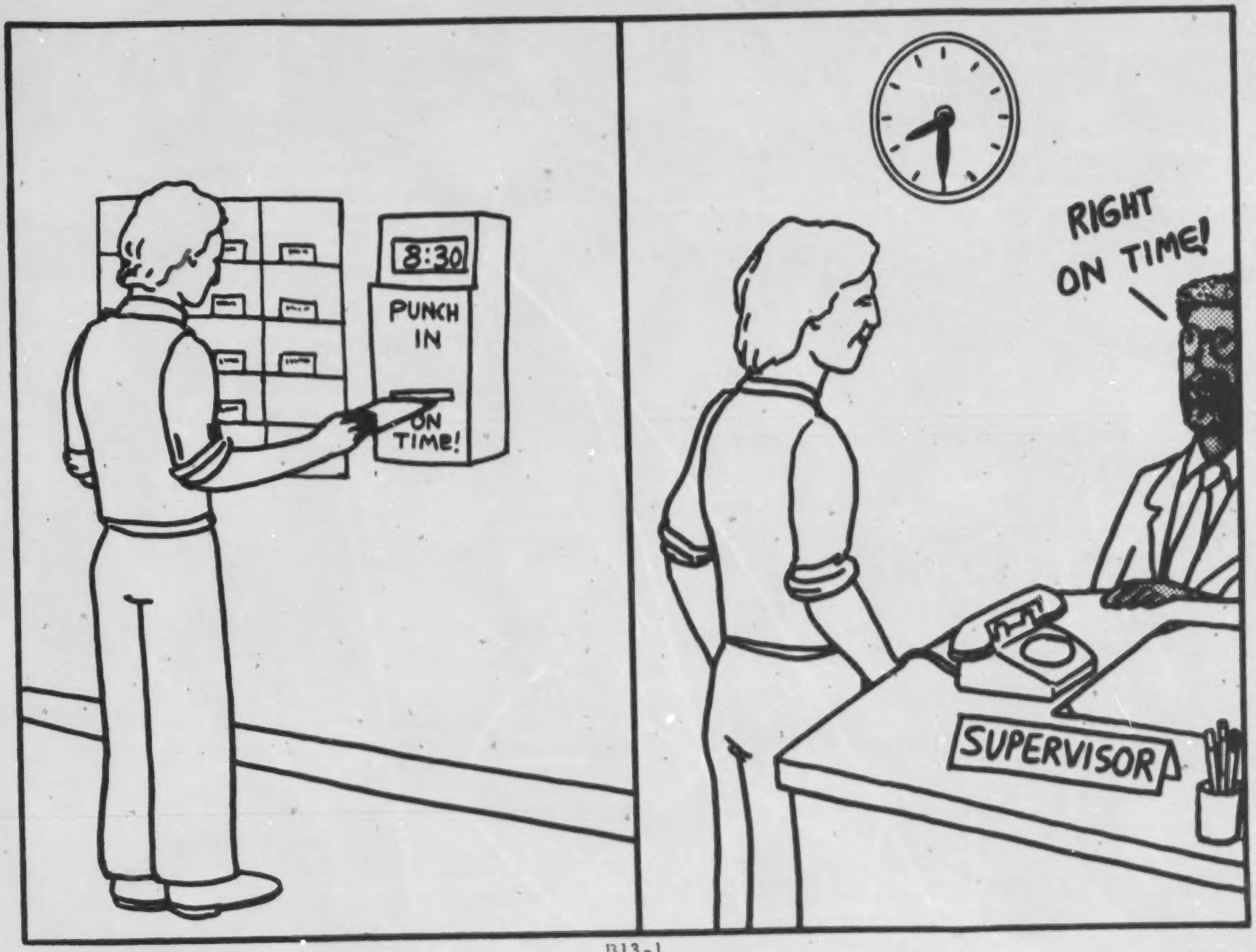
T discusses with Ss what worker should do when he has finished his assigned task. S responds either True or False:

- ask supervisor whether there is additional work to do
- question co-worker whether there is additional work to do
- ask to share co-worker's work
- tell other co-workers what to do

T evaluates answers, seeking each S's understanding of his own sense of responsibility and of his decision making ability. T then clarifies, if necessary, and stresses that S should not report to persons other than his immediate supervisor.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) report only to supervisor or person in charge, (2) upon arrival, (3) after completing assigned task, and then (4) await supervisor at work station.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Riding in Elevators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T demonstrates how to step into elevator, avoid tripping, move to back of car, turn around to face front and leave. T stresses safety factors: making sure before boarding that doors are completely open, that car is level with floor outside, and that all passengers who are getting off have done so.

Ss take turns stepping into elevator, following instructions on where and how to stand.

With all Ss facing front in elevator, T demonstrates how to push buttons for floor selection.

Ss, one at a time, call out floor numbers and push buttons according to instruction.

T demonstrates to Ss how to leave car, stressing safety factors: waiting until door is completely open and car is level with floor before leaving elevator.

Ss take turns calling out floor numbers and push buttons according to instructions. When elevator arrives at given floor, Ss leave safely.

T demonstrates to Ss how to inform elevator operator of floor to which they wish to go.

Ss practice informing the operator or T, who acts as operator, of desired floor.

T instructs Ss how to ride freight elevators, stressing that, for safety reasons, touching freight carried in elevator should be avoided.

PERFORMANCE OBJECTIVE: After completing this topic, S, without supervision, will be able to (1) board elevator safely, (2) press button correctly or inform operator of desired floor, (3) leave elevator and (4) ride without touching freight or passengers.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B14-1

TOPIC: Riding on Escalators

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T points out difference of UP and DOWN escalators to Ss. With escalator in stationary position, T asks T's assistant to demonstrate how to step on escalator, onto rail, slide foot onto step and remain on one step until it is time to get off.

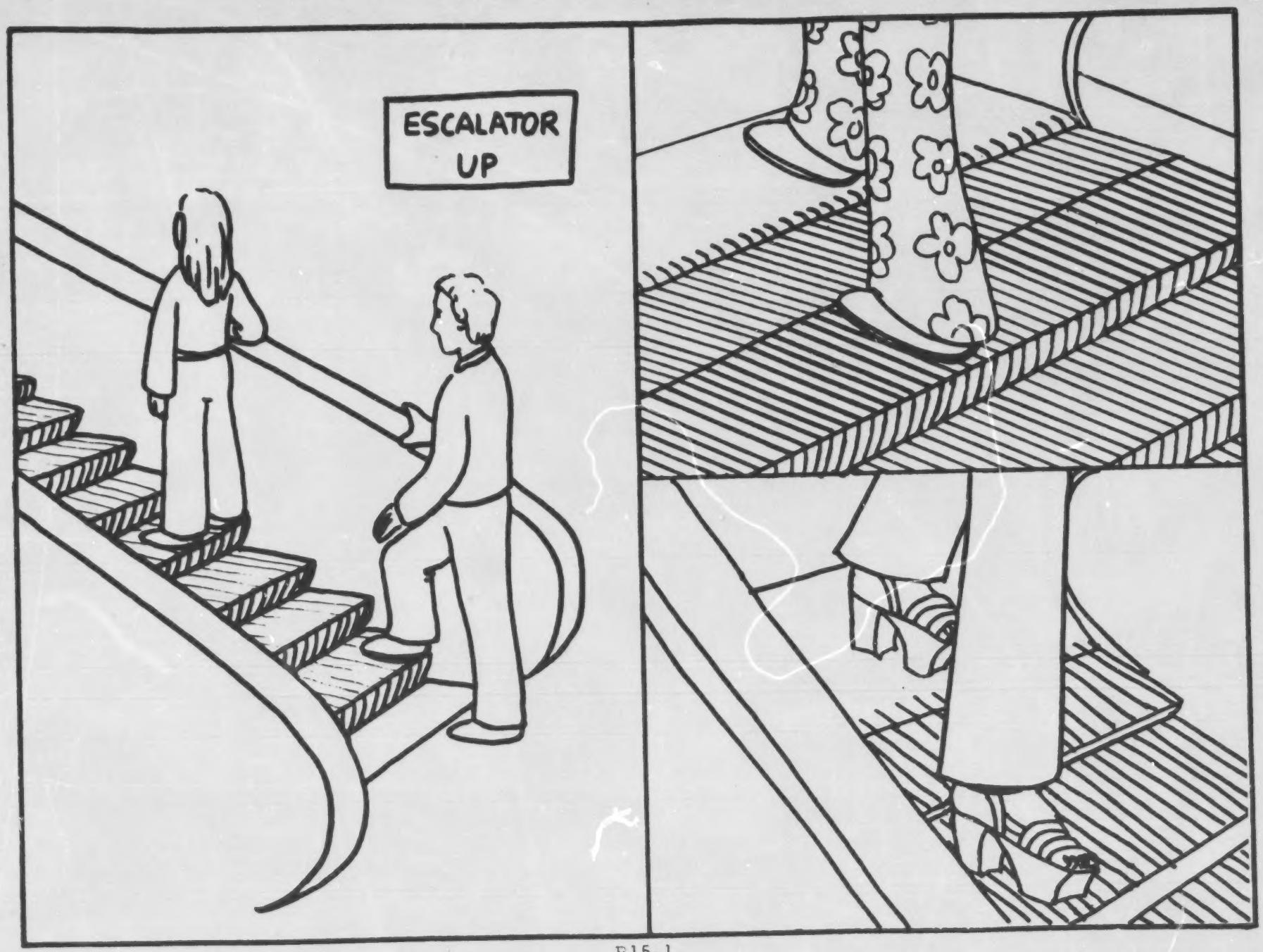
With Ss taking turns, T accompanies each S, in turn, onto escalator, stands in front of S, steps off escalator ahead of S, turns around and watches carefully as S steps off escalator. T escorts each S on DOWN escalator and returns to starting position. T's assistant remains with other Ss.

T goes to top of UP escalator, while T's assistant remains at bottom. S volunteers take turns, riding escalator alone to top. When all Ss have made trip, T moves with Ss to top of escalator and each S makes return trip alone.

T discusses such safety aspects as standing still and avoiding horseplay when riding on escalators.

PERFORMANCE OBJECTIVES: After completing this topic, S will be able to (1) board, (2) ride, and (3) leave an escalator safely and unsupervised.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Sitting or Standing for Long Periods of Time

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits pictures of workers sitting or standing while performing their tasks: assembly line workers, sewing machine operators, cashiers. T directs discussion of difficulty of standing or sitting for extended periods of time. T further compares advantage of wearing comfortable clothing vs. restrictive clothing.

T asks Ss for suggestions on how to alleviate strain while working. T directs conversation to point out that worker cannot leave his place at will, but must remain at the assigned task.

S sits in chair at table placed in front of classroom, so that other Ss can obtain a side view. T instructs S to slouch, then to straighten spine and sit erect, with base of back supported by back of chair. T instructs S to relax shoulders and keep forearms on table. T explains to class during demonstration how slouching affects the spine. T instructs S to relax while sitting, to breathe through nose, exhale through mouth.

Each S in turn performs sitting exercise above.

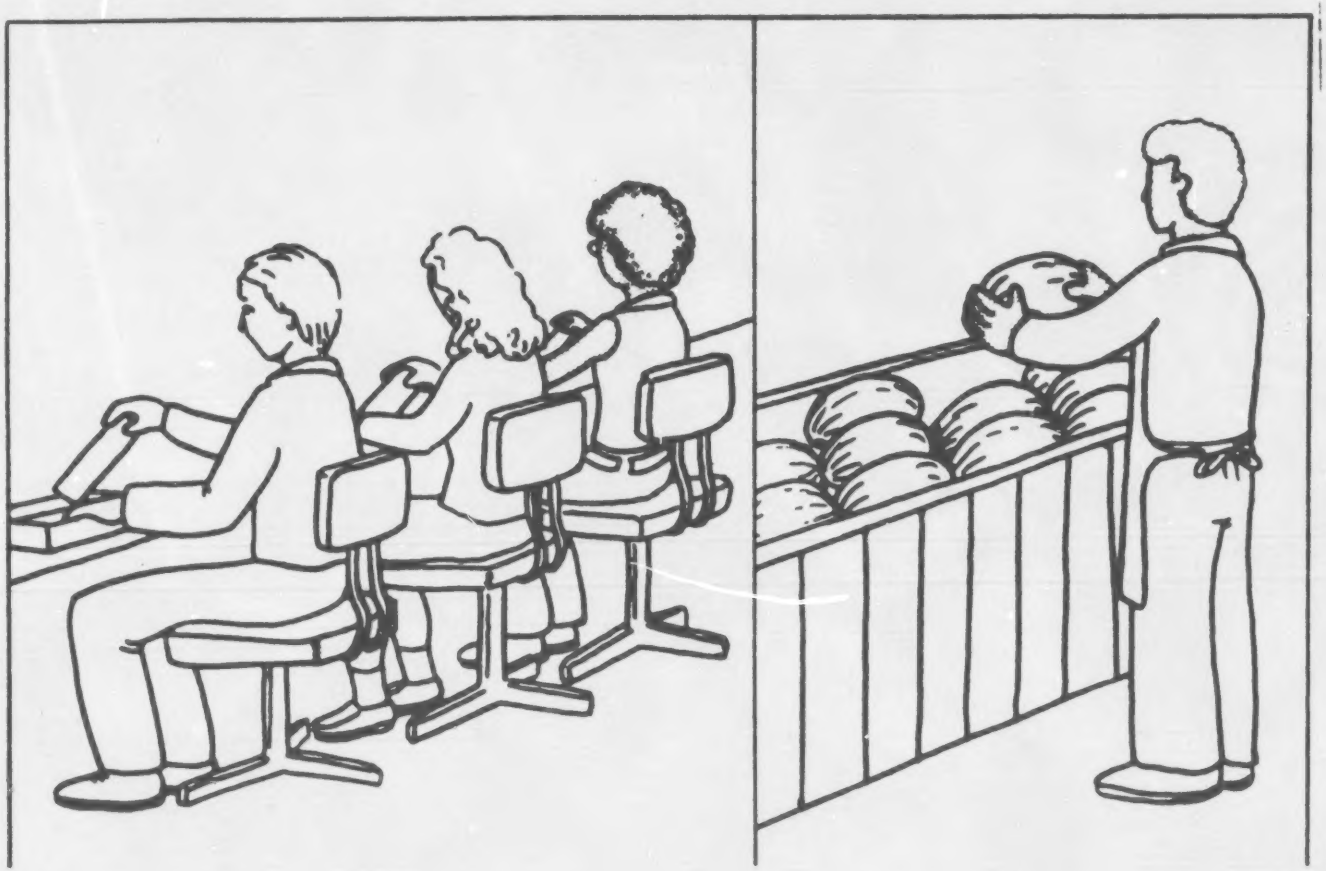
T repeats demonstration with S standing in front of classroom. T requests S to slouch while putting weight on one foot. T then asks S to stand straight, weight balanced evenly on both feet, shoulders and head relaxed.

Each S in turn performs standing exercise above.

T asks Ss when it would be permissible to leave assigned tasks, eliciting from Ss the response that breaks, and periods when bathroom facilities have to be used, are an acceptable time. T initiates and directs discussion so that Ss become aware that fidgeting is unacceptable and that it would be wise to walk about for a few minutes during breaks.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) sit and (2) stand correctly (3) without fidgeting and (4) remain at assigned task until given permission to leave. S also relaxes (5) by doing breathing exercises.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Stooping or Kneeling for Long Periods of Time

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T initiates discussion to elicit from Ss knowledge of correct standing, sitting or kneeling posture.

T demonstrates correct way to pick object from floor by squatting, picking up item and standing straight.

T asks Ss to repeat demonstration.

T stresses that weight should be distributed evenly on balls of feet. T handles prepared materials, stressing straight back position. T rises to a standing position, flexes each leg slightly and raises both arms in an upward stretch position to pull out muscles in shoulders and vertebrae.

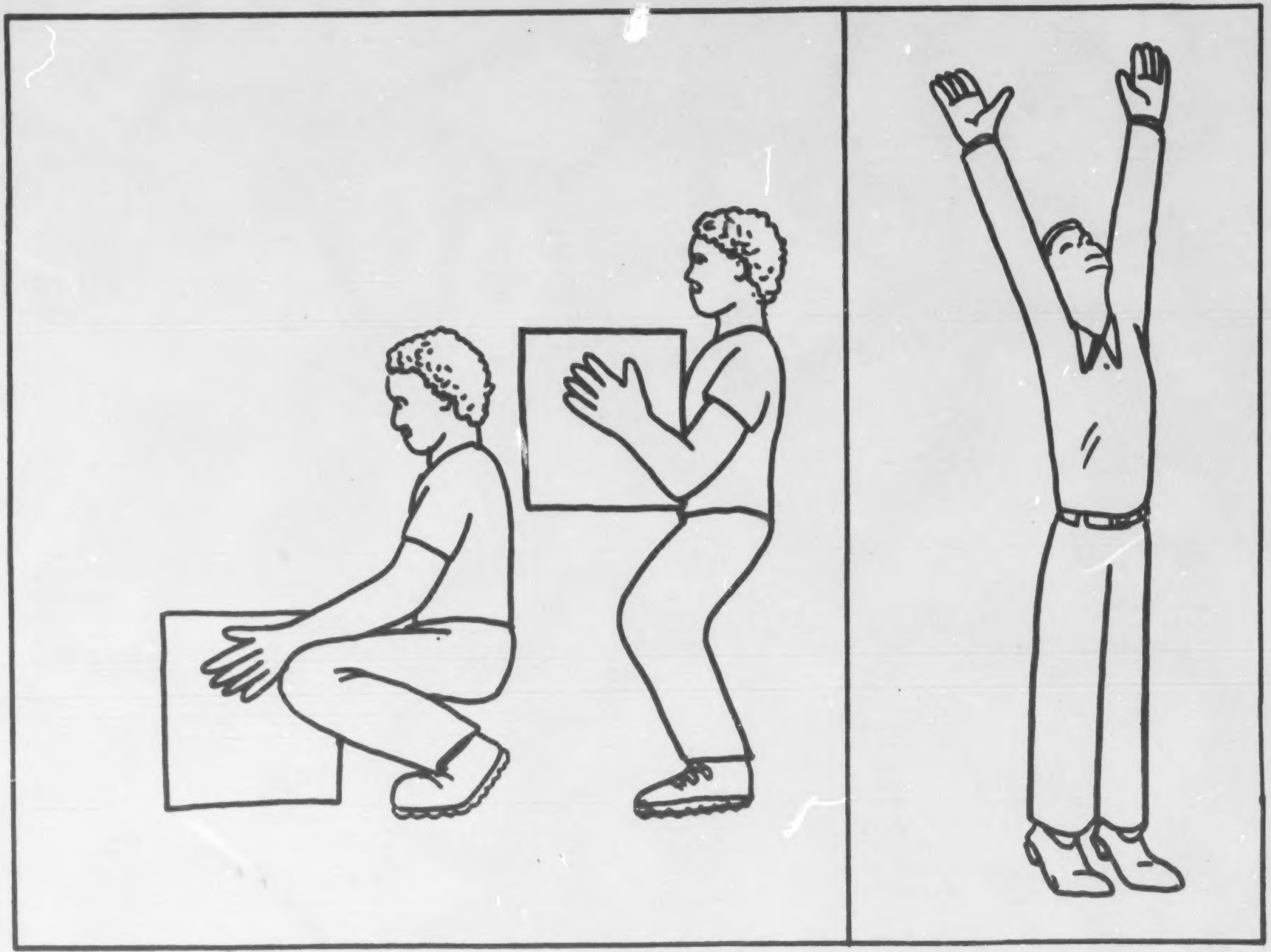
T asks to repeat demonstration.

T drops to kneeling position and works with prepared materials for a length of time while talking to Ss. T leans back on heels to change position. T rises to standing position, using same relaxation exercise outlined above.

T asks Ss to repeat demonstration.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably a job which requires (1) stooping or (2) kneeling for extended periods.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



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TOPIC: Working Above One's Head

SUGGESTED INSTRUCTIONAL ACTIVITIES:

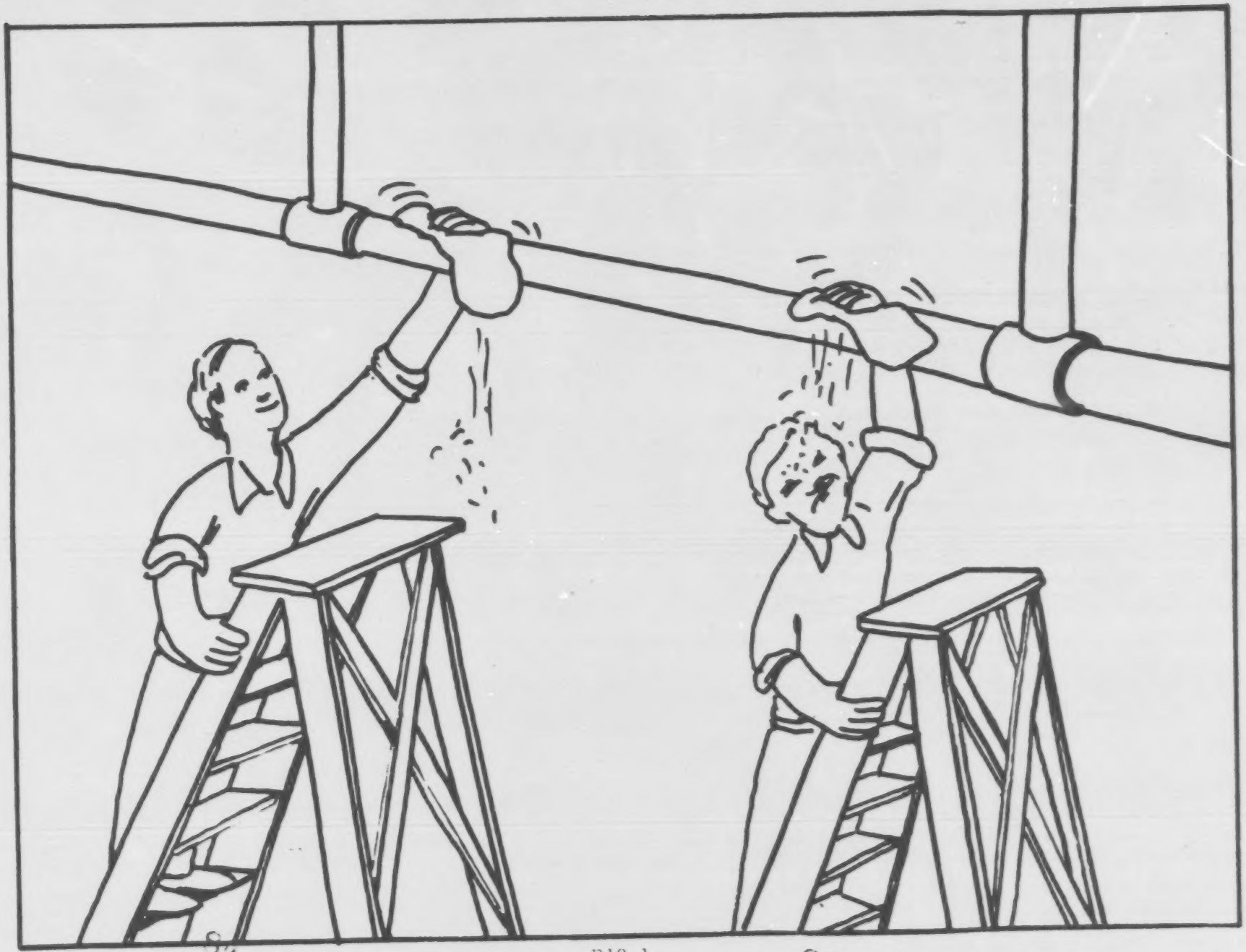
T discusses the many jobs in a place of employment which require working above one's head. T explains that usually a stepladder is used, which has to be balanced carefully to prevent person from falling. Jobs such as handling and cleaning lighting fixtures require special care so that fixture does not fall or break. Overhead dusting requires a ladder, which should be placed in a position so that the dust does not fall on person's face or head.

T sets up stepladder a few feet from overhead work area and proceeds to dust ceilings and overhead grates with a long-handled duster and vacuum with hose extension. Standing on stepladder, T carefully removes, then cleans and reinstalls, a fluorescent tube and two incandescent light globes. T stresses that face should be protected at all times.

S completes several tasks, using care in working above his head as instructed.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to perform acceptably at a job which requires working above one's head.

Note: T will evaluate periodically whether S continues to manifest these behaviors.



TOPIC: Working Alone

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T focuses with Ss upon the meaning of the words "independent" and "responsible" so that these words become the central point of lesson.

After discussion, Ss are asked how they think they would act independently on a job. T also asks Ss' definition of the word "responsible."

T assigns each S a given task in the classroom. Each S performs his job independently, unsupervised and unguided by T, but T quietly observes activities.

After lab session, T reviews completed work with Ss. Ss who did not complete assigned task are asked for reasons: daydreaming, hindering others, talking and leaving the work station are stressed as activities which interfere with work.

T then asks Ss what would happen if a job for an employer were not finished. T reviews meaning of the words "independent" and "responsible."

T reassigns Ss to tasks, stressing emphatically the need to stay with a job and finish it. At next lab session, T again observes Ss' behavior.

T leads discussion of Ss' work activities and how well Ss thought they were behaving in terms of independence and responsibility. T reinforces and clarifies their perception.

T repeats previous learning sequence of assigning tasks and having Ss discuss their perceptions.

PERFORMANCE OBJECTIVE: After completing this topic S will be able to (1) work independently at a specific task, (2) complete it without supervision, (3) within a specified period of time.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working in Crowded Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in crowded areas, e.g., stocking goods in a narrow supermarket aisle, cleaning a lunch counter during busy periods, moving a merchandise cart in a department store. T then directs the discussion toward the problem of working in crowded areas. T illustrates, referring to Ss' own experience with crowded situations, the need for caution when moving carts, backing up, turning around, moving suddenly and lifting things.

T shows Ss pictures of young people working in crowded areas, including several which show the workers handling tools and equipment in a manner which is hazardous to others. T asks Ss to identify the hazardous situations and to explain how a worker can do the job safely. T stresses the need for caution in handling or using tools when moving or turning around.

T stresses the importance of keeping the working area orderly and cleaning up as required when moving to different locations.

T arranges for each S to work in a crowded area and observe S's performance of the target behaviors. If required, T structures training situations in which S can further practice the desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a crowded area by (1) taking precautions not to endanger other workers or passers-by and (2) maintaining orderliness and neatness of work area.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

B21-1

TOPIC: Working in Loading Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T exhibits several pictures of young people working in different loading areas such as a department store, outdoor truck-loading platform, airport baggage room, supermarket stockroom conveyor belt and chute. Ss draw upon their own experience in discussing with teacher the hectic activities and hazards of these areas. T emphasizes the need to follow instructions and safety rules, to be aware of the whereabouts and actions of other workers, to be on the alert for moving objects and vehicles, and to avoid daydreaming.

T arranges for S to work in simulated or actual loading areas and observe S's performance of the target behaviors. If required, T structures training situations in which S can practice desired behaviors.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work in a loading area without endangering himself or others.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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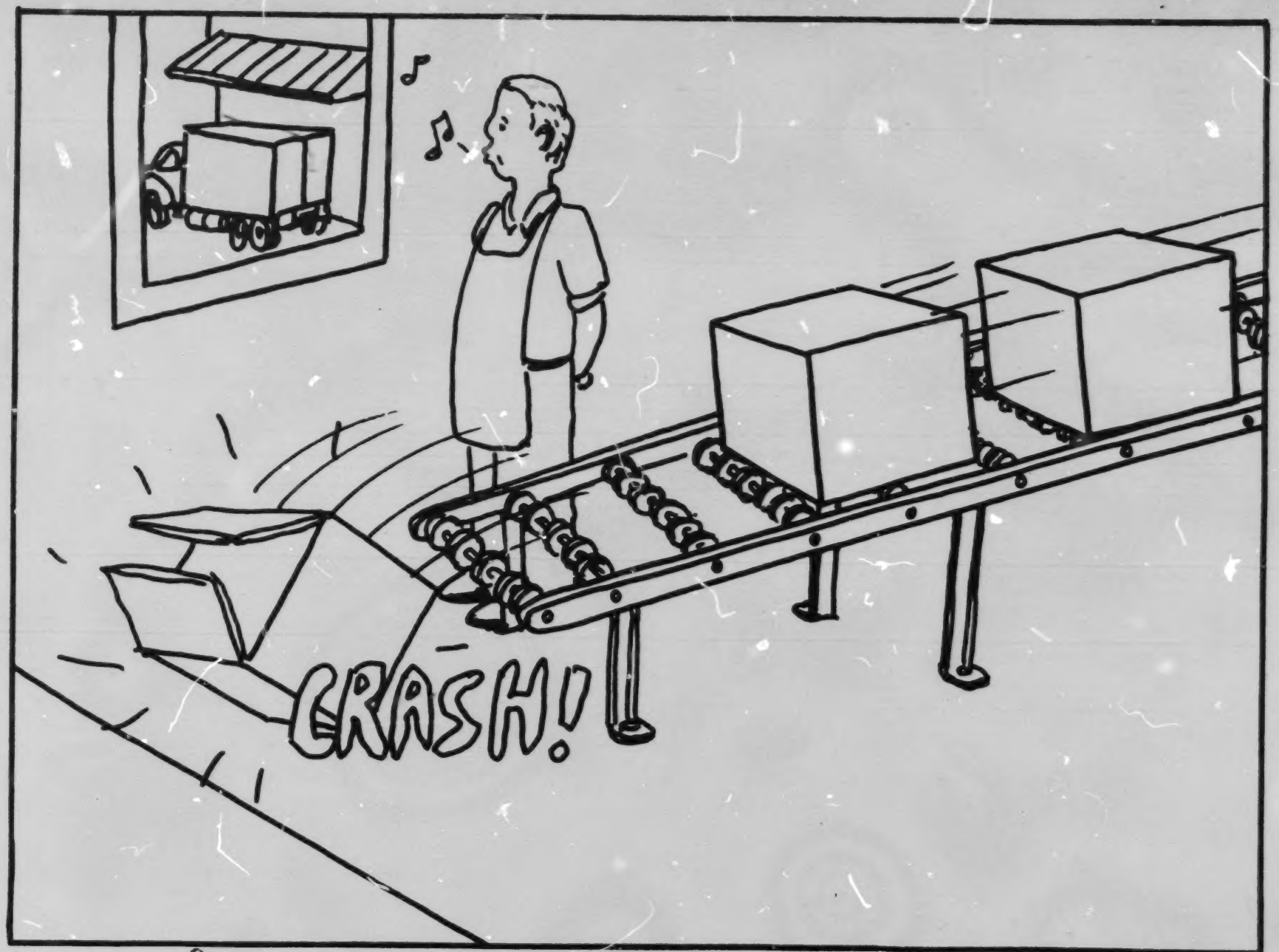

CRASH!

TOPIC: Working in Public Areas — JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T shows Ss several pictures of young people working in public areas with strangers walking by, e.g., sweeper on railroad platform, wrapper at cashier's desk in department store, stock clerk in supermarket. T then has class define the phrase "working in public." Ss become aware during discussion that workers should avoid being distracted by passersby.

T exhibits similar pictures: one of them shows a sweeper pointing towards the lavatory with the sign "Men," and another depicts a worker stepping aside for a person pushing a cart. T leads a discussion to differentiate between working in public and answering questions, giving directions, getting out of someone's way, and becoming distracted by passersby, talking spontaneously and neglecting the job.

Role Play #1: S plays a customer looking for candy and T plays a stock clerk in supermarket. T is overly friendly and talks about unrelated things, then tells customer where to find candy.

T asks class to react to situation and directs Ss to identify incorrect and suggested correct behavior.

Role Play #2: Role play #1 is replayed with T acting as customer and S acting as stock clerk. Role play is repeated with several Ss.

T asks Ss to compare the difference between social and working relationships. Ss should point out what while on the job they should not become involved with passersby or their activities except to answer pertinent questions.

T arranges for each S to work alone in contact with the public to observe his performance.

If required, T structures a role play, similar to role play #2, with the Ss who need further practice acting the role of the worker.

B23-1

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work continuously in public area without becoming involved with passersby or their activities, (2) answer questions when asked and return to work, and (3) step aside when necessary to avoid blocking traffic.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Safely

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Before beginning discussion, T organizes three sets of pictures:

- Set #1 shows young workers correctly and safely performing jobs similar to Ss' jobs.
- Set #2 corresponds to set #1 but shows workers suffering consequences of ignoring safety, and
- Set #3 contains unidentical pictures, showing the consequences of workers ignoring safety factors.

T structures the discussion in the following sequence:

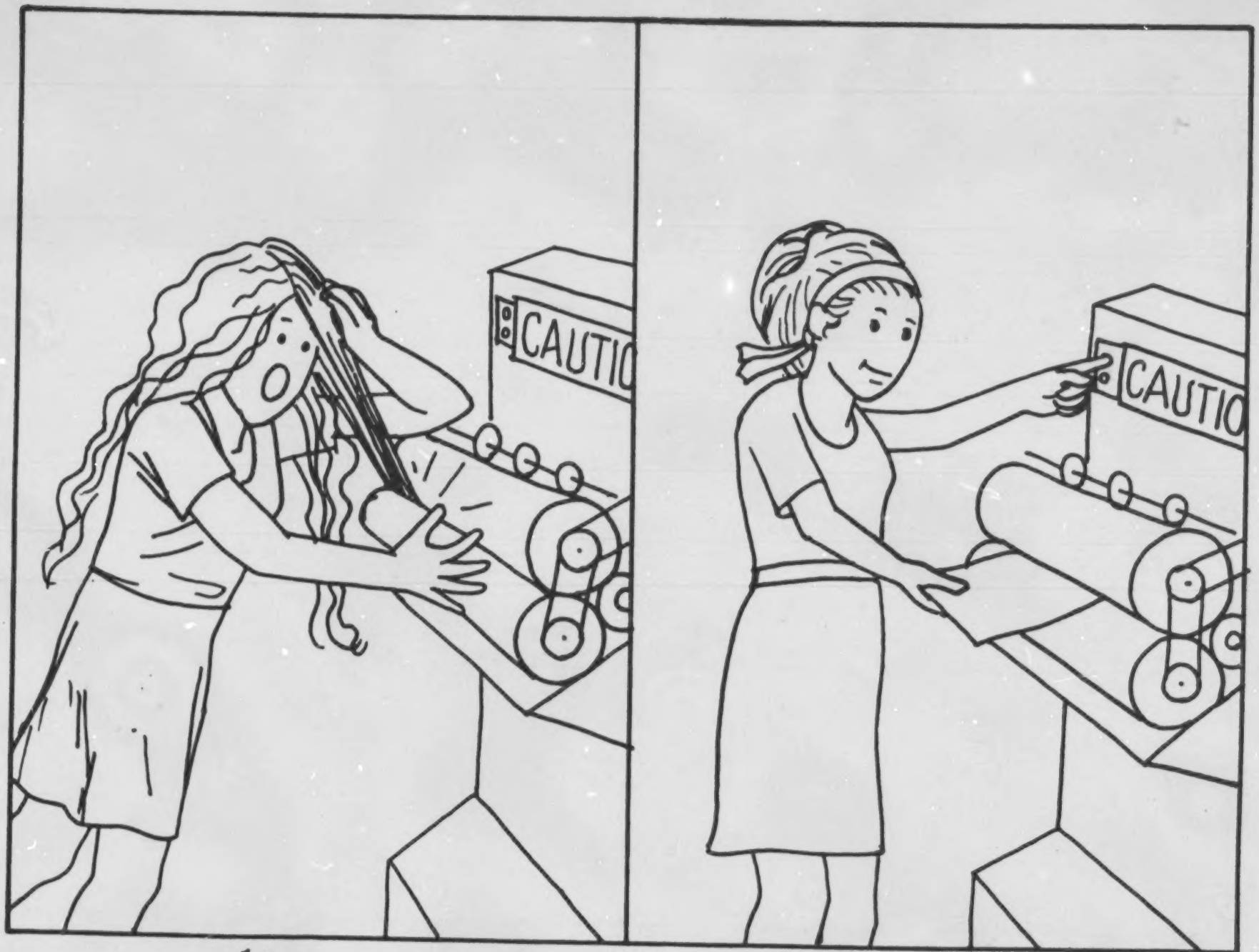
1. T exhibits a picture of the consequences of "not working safely" from set #2. T elicits comments from Ss and suggestions for working safely.

2. T shows the corresponding "working safely" picture from set #1 and guides the Ss to agreement that this is the better way to work.

3. T repeats step #1 and #2 above for at least two more pairs of pictures.

4. T shows a "working safely" picture from set #1 and a "working unsafely" picture from set #3, the two of which do not correspond. If a S makes a comment concerning the noncorrespondence of the pictures, T should use this as a lead to discuss that working safely is required on all jobs. If none of the Ss notes the noncorrespondence of the pictures, T should elicit such a comment from the group, then continue developing a discussion concerning the need to consider safety at all times. This discussion should emphasize that daydreaming, playing pranks, poking around, staring into space, rocking back and forth and such behaviors should be avoided.

T develops a game in which he mixes up sets #1 and #2. Ss first sort all pictures into "working safely" and "not working safely" groups, and then match the corresponding safe, unsafe work situations. T encourages Ss to determine which element of the picture shows an unsafe working condition.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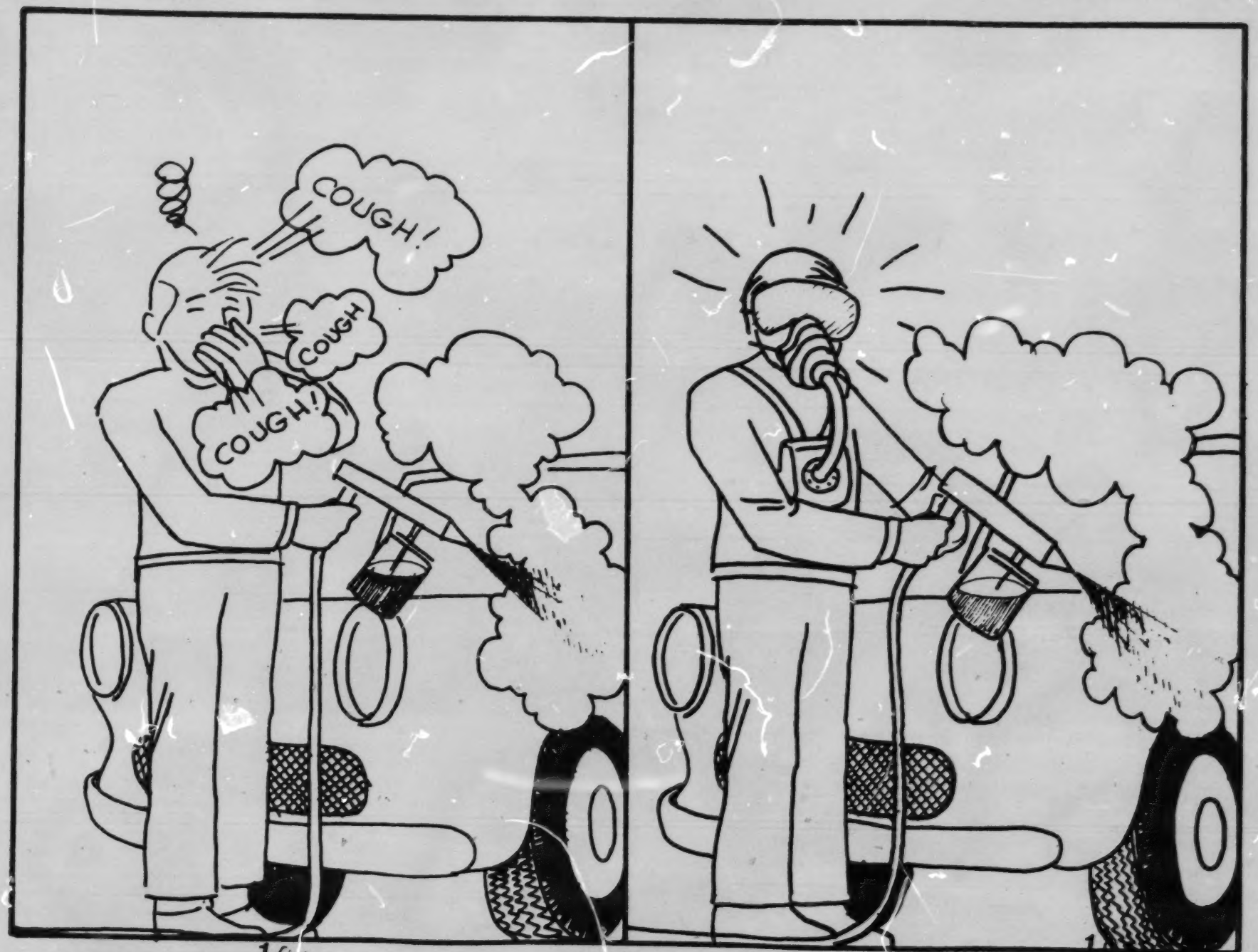
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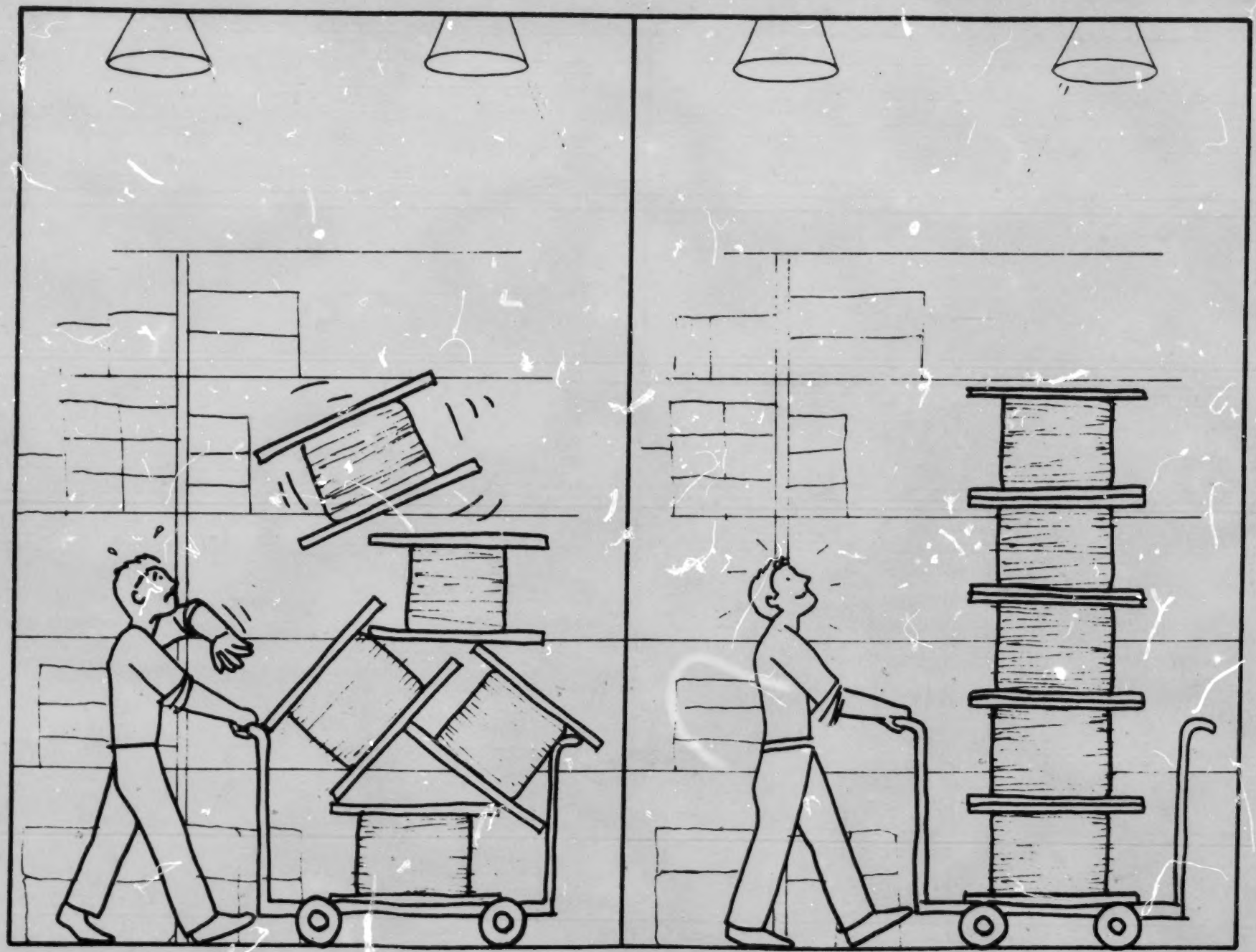

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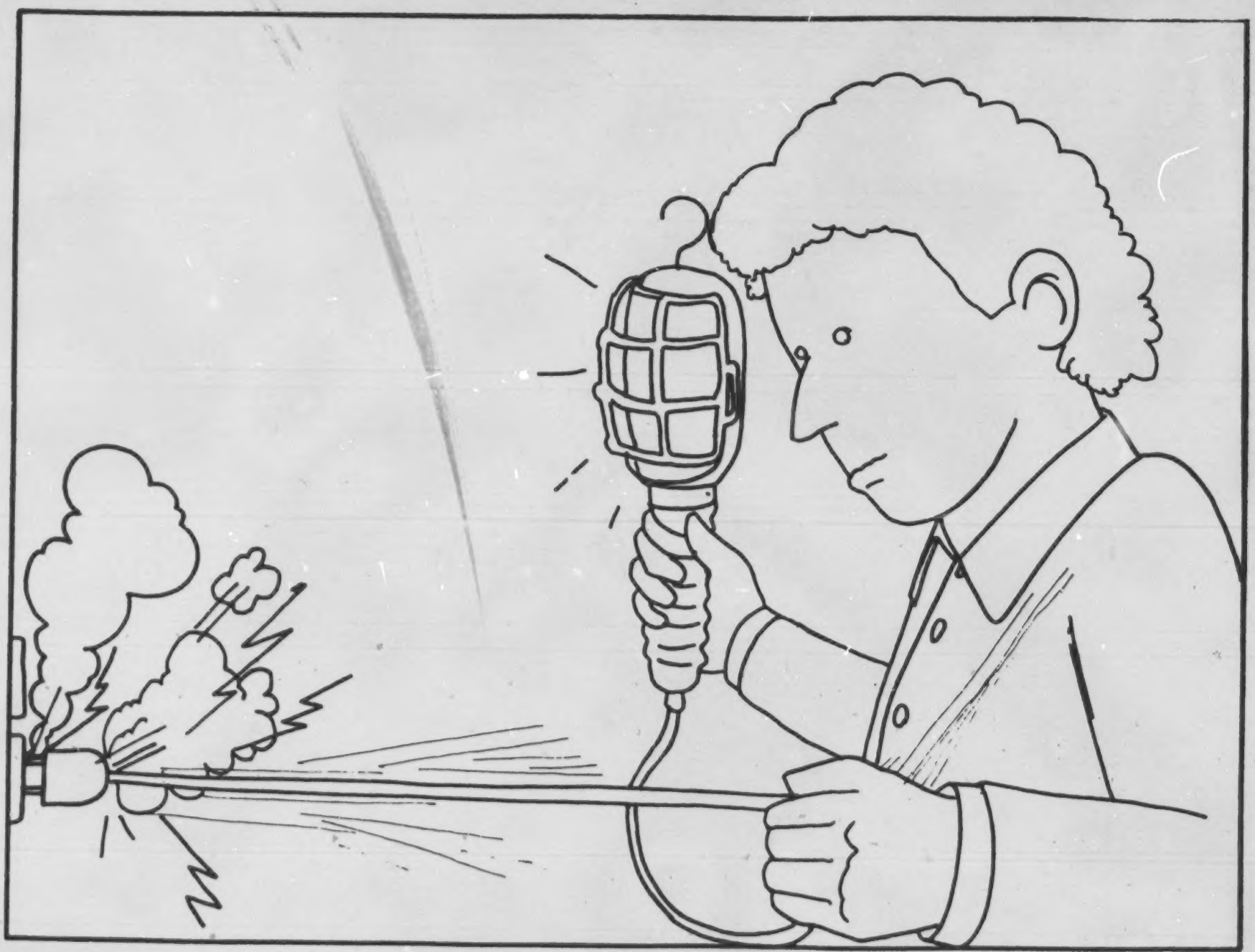

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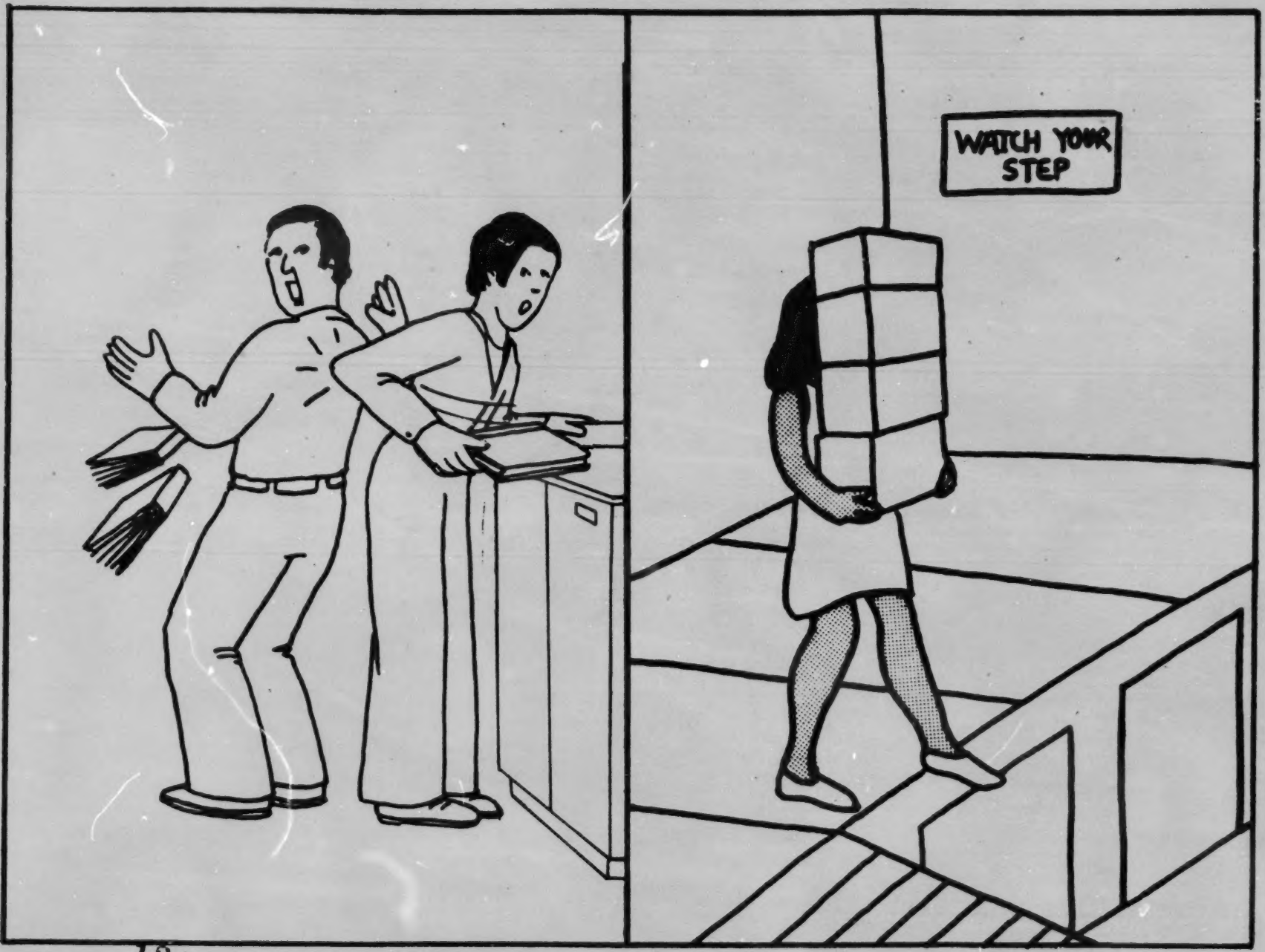

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TOPIC: Working Safely (cont.) JOB-REQUIRED BEHAVIORS

T exhibits a picture from set #3 and draws Ss into discussion concerning the unsafe work situation and how to make it safe, yet have the work done properly. T tries to apply "working safely at all times" to other everyday situations with which Ss may be familiar in their homes, at school or at work.

T develops a game in which Ss can sort pictures of all three sets into safe and unsafe sets and verbalize or draw safe working procedures for pictures with unsafe conditions.

T elicits comments from Ss about their perceptions of safe behavior at work, school and home. T should not permit extensive descriptions of unsafe activities by Ss; if this occurs, T should stress that this is unsafe behavior and should not be tried out by the other Ss.

T checks out each S's personal perception of safe working conditions and his general performance, both in group and individual discussion, clarifying and reinforcing safety rules as necessary.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to (1) work safely at assigned tasks and also demonstrate a safety set by (2) sorting pictures into safe and unsafe groups and (3) making suggestions for safe working procedures for the pictures exhibiting unsafe conditions.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

TOPIC: Working Under Pressure

JOB-REQUIRED BEHAVIORS

SUGGESTED INSTRUCTIONAL ACTIVITIES:

T discusses with Ss various trades in which people work under pressure: salesclerk, kitchen worker, porter, etc. T explains that, at certain times of the day, activity increases and personnel has to work under pressure, e.g., the rush at restaurants at breakfast time.

T elicits the following attitudes from Ss: (1) pressure should be handled by the worker as a common happening, as it occurs in many places of business, (2) pressure, when it occurs, should be handled without becoming flustered or angry, (3) personnel should continue to work at the fastest speed without sacrificing quality until the rush or pressure is over.

Ss discuss various situations in which they have felt pressure, how they handled it and whether the job-related attitudes would be useful.

T assigns a task to each S and establishes a deadline until all Ss are working under pressure for at least one-half hour. T makes notes on all Ss in terms of instances when they do not use target behaviors.

T leads Ss in discussion about how they felt and acted when working under pressure. T verbally reinforces and clarifies Ss' perception of their behavior.

T repeats previous learning sequence, then has Ss discuss their feelings and perceptions of performing the target behaviors under pressure.

PERFORMANCE OBJECTIVE: After completing this topic, S will be able to work under pressure (1) without becoming flustered or angry, and (2) at the fastest speed without sacrificing quality, until he has completed the assigned task or is instructed to stop.

Note: T will evaluate periodically whether S continues to manifest these behaviors.

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SOURCES AND ADDRESSES FOR OCCUPATIONAL TRAINING MATERIALS

Abingdon Press
201 Eighth Avenue South
Nashville, TN 37202

Alaska Skill Center
Box 615
Seward, AK 99664

Aluminum Company of America
1501 Alcoa Building
Pittsburgh, PA 15219

Alumnae Advisory Center, Inc.
541 Madison Avenue
New York, NY 10022

American Institute of Laundering
Director of Education and Personnel
Joliet, IL 60434

American Meat Institute
59 East Van Buren Street
Chicago, IL 60605

American Personnel and Guidance Association
Washington, DC 20009

Arkansas Children's Colony
McRae Unit
Alexander, AR 72002

Barre Vocational Technical Center
Barre, VT 05641

California State Department of Employment
800 Capitol Mall
Sacramento, CA 95814

Careers, Inc.
P. O. Box 135
Largo, FL 33540

Chronicle Guidance Publications, Inc.
Moravia, NY 13118

Del Mar College
Technical-Vocational Education
101 Baldwin
Corpus Christi, TX 78404

Dunbar Service Center
Johnson City, TN 37601

Eastman Kodak Company
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Rochester, NY 14650

Follett Publishing Company
Educational Opportunities Division
1010 West Washington Boulevard
Chicago, IL 60607

Grune & Stratton, Inc.
757 Third Avenue
New York, NY 10017

Hive Publishing Company
Easton, PA 18042

Interstate Printers and Publishers
19 North Jackson Street
Danville, IL 61832

ITJ Junior College
Tupelo Center
Tupelo, MS 38801

Job Corps
See U. S. Department of Labor, Job Corps

Johns Hopkins University Press
Baltimore, MD 21218

Maryland State Department of Education
Division of Vocational Education
Special Speech Program
600 Wyndhurst Avenue
Baltimore, MD 21210

National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, IL 60612

National Restaurant Association
1530 North Lake Shore Drive
Chicago, IL 60610

New Jersey State Department of Education
Vocational Education for the Handicapped
225 State Street West
Trenton, NJ 08608

Northwest Regional Educational Laboratory
700 Lindsay Building
710 Southwest Second Avenue
Portland, OR 97204

Rittner's School
345 Marlborough Street
Boston, MA 02115

Rosen, Richards, Press, Inc.
29 East 21st Street
New York, NY 10010

Science Research Associates
259 East Erie Street
Chicago, IL 60611

Sextant Systems, Inc.
3048 North 34th Street
Milwaukee, WI 53210

South Carolina State Department of Education
908 Rutledge Building
Columbia, SC 29201

Superintendent of Schools
1820 Washington Street
Fort Benton, MT 59442

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Box 6, University Station
Syracuse, NY 13210

Teachers College Press
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1234 Amsterdam Avenue
New York, NY 10027

Texas Education Agency
Department of Vocational and Adult Education
Division of Homemaking Education
Austin, TX 70761

Textile Distributors Association, Inc.
1040 Avenue of the Americas
New York, NY 10018

Thomas, Charles C., Publisher
301 East Lawrence Avenue
Springfield, IL 62703

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Washington, DC 20005

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Bulletins are available from
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Washington, DC 20402

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Job Corps, Development Division, Manpower Administration
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Washington, DC 20210

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College of Education, Guidance Center
1000 Yonge Street
Toronto 289, ON, Canada

University of Vermont
Votex Department
Burlington, VT 05401

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Curative Workshop of Milwaukee
Milwaukee, WI 53201

Vocational Guidance Manuals
Universal Publishing and Distributing Corporation
235 East 45th Street
New York, NY 10017

Walck, Henry Z., Inc.
19 Union Square West
New York, NY 10003

World Trade Academy Press, Inc.
50 East 42nd Street
New York, NY 10017

JOB DESCRIPTION

FLORAL DESIGN ASSEMBLER

A Floral Design Assembler

- performs the following major tasks:

  cuts artificial flower stems to proper lengths

  inserts flowers into coded styrofoam bases

  stocks completed items in the order in which they are to be packed

- is required to be dexterous
- works in cooperation with other workers
- works in an indoor environment that is often crowded and cluttered; usually seated

TOPIC: Sorting and Grouping Items to Specification

FLORAL DESIGN ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Identifying and Matching Coded Materials

FLORAL DESIGN ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains function of coded material.

S assembles an artificial floral arrangement with a styrofoam base, which has color-coded markings and into which color-coded artificial flowers are inserted.

S matches a variety of tools to a tool silhouette board and stores them in their proper places.

S selects color-coded wires from open supply boxes and assembles them on an electrical mock-up by following installation pattern on a sample color-coded mock-up.

S explains use of a nail-code identification chart and selects several different sizes of nails from open stock, as required by person in charge.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify and (2) match coded items for sorting and assembling to specifications. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Sharp Tools and Implements FLORAL DESIGN ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Wire

FLORAL DESIGN ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the use of industrial wire to create artificial floral arrangements.

S explains how to work safely with industrial wire.

S demonstrates how to cut wire with cutting pliers.

S shows how to bend and twist wire with needle-nosed pliers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut, (2) bend, and (3) twist wire. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Artificial Floral Designs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses attractiveness of artificial floral arrangements, presenting examples of different types.

S assembles a floral arrangement, stressing the need to select flowers correctly according to color or number code which matches corresponding holes in styrofoam base. S emphasizes the need for working at a steady pace.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) match number- or color-coded flowers to corresponding holes in styrofoam base, and (2) assemble artificial floral design. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

FLORAL DESIGN ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines FLORAL DESIGN ASSEMBLER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

FLORAL DESIGN ASSEMBLER ASSISTANT

A Floral Design Assembler Assistant

- performs the following major tasks:

  unpacks large cartons of artificial flowers

  separates flowers by type

  supplies assembler with bunches of flowers by type and specification

  disposes of debris

- works in cooperation with other workers
- works under constant supervision
- works in an indoor environment that is usually crowded and cluttered; mostly sits or stands

TOPIC: Working with Sharp Tools and Implements

FLORAL DESIGN ASSEMBLER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Wire

FLORAL DESIGN ASSEMBLER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the use of industrial wire to create artificial floral arrangements.

S explains how to work safely with industrial wire.

S demonstrates how to cut wire with cutting pliers.

S shows how to bend and twist wire with needle-nosed pliers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut, (2) bend, and (3) twist wire. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons

FLORAL DESIGN ASSEMBLER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Disposal of Paper Refuse

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that accumulated wastepaper must be discarded and wastebaskets must be cleaned daily. S empties contents of wastebaskets into large mobile refuse carts. S stresses that mobile refuse carts should be emptied when full but before overflowing.

S pushes refuse carts to garbage area and dumps refuse.

S sweeps up wastepaper or refuse that may have spilled along the way with dustpan and broom.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to dispose of wastepaper by (1) emptying baskets into mobile refuse carts, (2) moving mobile carts to garbage area to dump refuse, and (3) cleaning up any spillage. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

FLORAL DESIGN ASSEMBLER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

FLORAL DESIGN ASSEMBLER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines

FLORAL DESIGN ASSEMBLER ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Floral Design Packer

- performs the following major tasks:

  assembles packing cartons

  labels artificial floral design containers with coded designations

  packs floral design containers securely in cartons

  seals and labels cartons

  removes cartons to warehouse for shipment

- works in cooperation with other workers
- works under informal supervision
- works indoors in an environment that varies from crowded and cluttered to spacious; walks and moves about

TOPIC: Folding and Unfolding Cardboard Boxes and Corrugated Cartons FLORAL DESIGN PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S selects top and bottom parts of a folded box: S takes bottom part and pulls out folded-down corners so that they are in an upright position. S repeats procedure with top portion of box. S indicates difference between bottom and top of box: top part has different texture or printing from bottom half. S places top over bottom part, producing an assembled, closed box.

S removes top of box, pushes corners in, folds edges, repeating procedure with bottom half so that box returns to original position. S indicates that box is easier to store in this flattened position.

S selects carton in flattened state, sets carton right side up as indicated by printing or lettering, reading instructions aloud. S turns unfolded carton upside down and indicates which way carton should stand. S unfolds carton so that four corners show. S folds flaps under on bottom of carton, interlocking four flaps to strengthen bottom and make corners sturdy; S turns carton, folded side down, and closes top flaps.

S unfolds carton to its original flattened state for easier storage.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fold and (2) unfold cardboard boxes and corrugated cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assembling Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes from stock several folded cartons of various sizes.

S stands carton on open end and pushes diagonally opposite sides toward center until carton is either square or rectangular in shape.

TOPIC: Assembling Corrugated Cartons (cont.)

S folds the two smaller opposite sides down and applies appropriate glue. S closes the two larger sides, and tapes or staples them into position.

S tapes corrugated cartons with taping machine. S measures tape for various sizes, indicates where extra strength is needed and applies tape smoothly.

S seals cartons with large pedal-operated stapling machine.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) take from stock a folded corrugated carton and (2) assemble it. This objecti will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working on Assembly Lines

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons FLORAL DESIGN PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Matching and Marking Coded Letters and Digits

FLORAL DESIGN PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies single letters and digits on prepared pull sheet.

S examines second prepared pull sheet and explains that letters and digits found on sheet A are also found in a different place on sheet B.

S repeats exercise with double letters and digits on pull sheets C and D.

S repeats exercise with combinations of letters and digits on pull sheets C and D, identifying matching sets of figures.

S sets up boxes on shelf which are marked with combinations of letters and digits. S takes prepared pull sheets with a list of almost all the codes marked on boxes. S demonstrates by picking one code from the sheet and identifying box with identical code.

S pulls box from shelf and puts aside for "delivery."

S sets up cartons which have been marked with the three-letter/digit code followed by 1, 2, 3, indicating that they are the same group but include three cartons, namely, 1, 2, 3 of the same shipment.

S arranges next group of cartons identified similarly from matching code on sheet. S pulls out three cartons with similar three-letter/digit code; S marks each box in succession 1, 2, 3; S sets cartons aside by code, checking matching numbers on sheet for correct "shipment."

S repeats demonstration by matching "shipments" which need two or one, or four cartons. S ascertains how many cartons are needed in each group: pull sheet has numbers (2), (3), (1), or (4) next to each three-letter/digit code.

S repeats demonstration, using additional sheets.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify objects which are coded, (2) match codes with similar ones on the stock pull sheet, (3) group items with similar codes, (4) copy codes, and (5) transfer to unmarked boxes and cartons. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

FLORAL DESIGN PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress on Assembly Lines FLORAL DESIGN PACKER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

FLOWER SHOP ASSISTANT

A Flower Shop Assistant

- performs the following major tasks:

  unpacks and stores flowers

  wires and tapes flower stems

  keeps shelves stocked with floral accessories

- is required to dress neatly
- works in conjunction with customers
- works under close supervision
- works in an environment that is usually crowded and cramped and that varies from the shop's retail area to the rear work and/or greenhouse area

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TOPIC: Unpacking Flowers from Boxes or Paper Wrappings FLOWER SHOP ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S brings box or package of flowers to preparation area.

S fills containers with lukewarm water and adds flower preservative.

S cuts string or tape around box or package and removes flowers.

S makes fresh cuts on stems, or crushes stems with a mallet, as type of flower indicates.

S removes any dead leaves or petals and discards them.

S places flowers in water, keeping together flowers of same variety and color.

S places fresh flowers in back of refrigerator.

S moves older flowers toward front.

S cleans area and discards boxes, paper, twine, debris, etc.

Safety Considerations: Handle knife and shears carefully
Walk carefully to avoid slipping on wet floor or wet floral debris

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) unpack flowers from boxes or paper wrappings, (2) cut flower stems with a knife or crush with a mallet, (3) place them in lukewarm water to which flower preservative has been added, and (4) arrange in display refrigerator. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Cut Flowers

FLOWER SHOP ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S maintains cut flowers in fresh condition by:

- adding preservative to water in containers
- cutting off at a slant short sections of previously trimmed stems
- placing flowers into containers, and
- storing them in refrigerator case

S displays flowers 24 hours later to demonstrate that he has maintained flowers in fresh condition.

Safety Considerations: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain cut flowers in fresh condition. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Storing Flowers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S fills clean pails with lukewarm water.

S cuts flower stems with knife or crushes stems with mallet, as type of flower indicates.

S places flowers in pails of lukewarm water.

S arranges flower pails in display refrigerator.

TOPIC: Storing Flowers (cont.)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut or crush stems, (2) place flowers in pails of lukewarm water, and (3) arrange flower pails in display refrigerator. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Handling Industrial Wire

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the use of industrial wire to create artificial floral arrangements.

S explains how to work safely with industrial wire.

S demonstrates how to cut wire with cutting pliers.

S shows how to bend and twist wire with needle-nosed pliers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) cut, (2) bend, and (3) twist wire. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Wiring Flower Stems

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies flowers to be wired.

S wires daisy-type flower by pushing wire through bottom of calyx.

S bends wire into the shape of a hook and pulls it back through bottom until the hook holds.

S winds single piece of wire around stem.

S wires rose-type flower by pushing two strands of wire through calyx perpendicular to each other.

S bends all four wire ends parallel to stem.

S twists wires around stem.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) insert, (2) bend, and (3) twist wires around the flower stem. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Taping Flower Stems

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S holds floral tape just under calyx with thumb and forefinger.

S twists wired flower stem and allows tape to stretch, using light pressure on tape.

S twists tape onto stem until desired length is covered.

S tears tape neatly at end of stem, making certain that end of wire is covered.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) tape a wired stem firmly, and (2) break tape cleanly away from end of stem, making certain that end of wire is covered. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

FLOWER SHOP ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Floriculture Stock Checking

FLOWER SHOP ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S removes items from box and checks them against packing slip.

S prices new items.

S rotates stock and places new items in storage or on display shelf.

S makes note of any items in short supply.

S takes packing slip and inventory list to person in charge.

S discards empty boxes, paper, and debris, and cleans area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) remove items from boxes and check items against packing slip, (2) put items into stock, and (3) discard empty boxes, papers and other waste material. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat

- Gloves
- Light jacket (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, from both within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

TOPIC: Working with Short-Handled Brooms and Dustpans (cont.) FLOWER SHOP ASSISTANT

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Retail Establishments

FLOWER SHOP ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas and retail establishments.

Note: T will evaluate periodically whether S continues to manifest this behavior.

JOB DESCRIPTION

POT PLANT ASSISTANT

A Pot Plant Assistant

- performs the following major tasks:

  waters and feeds plants

  cleans leaves of dust and water spots

  decorates plants for retail sales

- must dress neatly at all times
- works in front of customer
- works under informal supervision
- works in an environment that varies from retail shop to back room work area or small holding greenhouse in which floors are usually wet or damp; moves about or stands

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TOPIC: Working with Insecticides and Chemicals POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out differences between glass, plastic and metal containers for insecticides and chemicals.

S stresses that insecticides and chemicals must be handled carefully because plastic containers can be punctured or glass jars broken.

S indicates dangerous situations where containers may be easily broken and contents spilled, or where fumes may be inhaled.

S unpacks insecticides and chemicals.

S leaves caps on containers.

S puts insecticides and chemicals into safe storage area.

S discusses importance of washing exposed areas of body that have come in contact with chemicals, and demonstrates correct technique of washing body parts, especially eyes, that have been exposed to chemicals.

S places horticultural chemicals in warm winter storage as required, because few horticultural chemicals tolerate freezing temperatures.

Safety Considerations: Wash exposed body areas that have come in contact with chemicals
Avoid inhaling fumes
Do not puncture containers

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) unpack and (2) store various insecticides and chemicals packaged in glass, metal and plastic containers. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Watering Plants

POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S checks plants to see if they are dry.

S fills watering can with lukewarm water.

S wipes can free of any excess water.

S waters plant without wetting leaves.

S wipes excess or spilled water with sponge.

S checks to see if all plants have been watered.

Safety Considerations: Walk carefully to avoid slipping on wet floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) judge when plants need water, (2) water plants thoroughly, and (3) clean up any spills. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Feeding Plants

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S measures required amount of water-soluble fertilizer.

S puts water-soluble fertilizer into watering can.

S fills can with water and mixes fertilizer solution.

S wets each plant thoroughly with fertilizer solution.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) measure water-soluble fertilizer into watering can, (2) add water to fertilizer and mix thoroughly, and (3) saturate each plant with fertilizer solution. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Dusting and Shining Plant Leaves

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S dusts glossy-leaved plants.

S carefully washes and dries glossy leaves of plants.

S sprays upper side of glossy leaves with leaf-shine material.

S dusts velvety leaves with fine painter's brush.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) wash glossy leaves of plants carefully, (2) dry, and (3) spray leaves with aerosol leaf shine, and (4) dust velvety leaves with a fine brush. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Decorating Plants

POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S covers pot with colored metal foil.

S attaches bow to plant or inserts pick with bow attached into soil.

S adds background greens into pot of plant being decorated.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to decorate the pot and plant as instructed by (1) covering pot with colored foil, (2) attaching bow, and (3) adding background greens if necessary. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Riding in Delivery Trucks

POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates how to mount different vehicles safely under varying weather conditions, emphasizing good hand and foot grips and the need to look before mounting or dismounting a truck.

S stresses that driver should not be distracted.

S demonstrates proper riding or sitting posture, stressing correct foot and arm positions and importance of wearing safety belts.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to ride in a variety of delivery trucks without distracting the driver. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Assisting Delivery

POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S cleans truck.

S loads plants on truck according to driver's route list.

S secures all plants in place.

S secures doors of truck.

S unloads truck according to driver's route list.

S sweeps truck clean of any debris.

Safety Considerations: Avoid slipping on wet floor of truck
Make certain doors of truck are secured

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) load plants on truck according to the driver's route slip, (2) secure all plants in place, (3) secure doors, (4) unload plants according to driver's route slip, and (5) clean truck at end of delivery route. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Retail Establishments

POT PLANT ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Stockings (as required)
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas and retail establishments.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Styrofoam Cutter

- performs the following major tasks:

  cuts and shapes styrofoam to specification

  fits and affixes styrofoam blocks in containers

  heat-cuts and punches styrofoam designs

  works with paper-cutting type machines

- is required to have fine motor dexterity to perform his tasks satisfactorily
- works in cooperation with other workers
- works under periodic supervision
- works on an assembly line, in a clean, uncrowded well-lit environment; mostly stands

TOPIC: Working with Sharp Tools and Implements STYROFOAM CUTTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays various tools, knives, forks, cutters, etc. S uses the type of tool ordinarily found in the trade being studied.

S discusses safety considerations, drawing as much as possible upon his own experience.

S practices safety rules and procedures when working with sharp tools and implements.

Safety Considerations: Be alert, grip handle firmly, keep fingers away from blade
Keep tools sharp; generally cut away from body
Return all tools to their proper place when not in use
Do not leave knives or sharp items in sink or where not easily seen
Do not carry too many sharp tools at one time
If a knife or other sharp tool falls, don't try to grab it; let it fall
Use the right tool for the right job
Do not use knives as can openers or pry bars

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely and properly to (1) handle and (2) use sharp tools and implements while performing specified tasks. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Working with Paper-Cutting Machines STYROFOAM CUTTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses the uses of paper-cutting machines and the dangers involved in handling them.

S selects an appropriate stack of paper to cut.

S squares stack of paper against straight edge and lines it up at spot where cut is desired.

S holds stack with one hand and applies a steady downward pressure on the blade to execute cut.

Safety Considerations: Keep hands away from blade

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to operate a paper-cutting machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Electrical Equipment

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses safety rules for use of specific electrical equipment, including application of OSHA rules and manufacturer's instructions.

S stresses need to read manufacturer's instructions before connecting equipment.

S properly and safely hooks up and operates electrical equipment.

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to operate electrical equipment following (1) required safety rules and (2) manufacturer's instructions. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Cutting and Shaping Styrofoam to Specification STYROFOAM CUTTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses the necessity for cutting and shaping stock styrofoam to fit individual containers.

S cuts a stock piece of styrofoam into an exact three-inch circular disk using a template of correct size and a sharp, suitable knife.

Safety Considerations: Exercise care when using any sharp knives or tools
Grip knife or tool handle firmly when cutting
Cut in direction away from body

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to cut styrofoam block into a circular disk, according to specification. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Fitting and Affixing Styrofoam Blocks

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses the proper fitting of styrofoam pieces into containers, and the effect of friction in holding pieces in place.

S fits styrofoam pieces into containers of appropriate sizes, pulling and pushing to test snugness of fit.

S demonstrates the use of waterproof floral tape in affixing styrofoam pieces where friction does not hold styrofoam securely.

TOPIC: Fitting and Affixing Styrofoam Blocks (cont.) STYROFOAM CUTTER

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) fit, and (2) affix styrofoam in appropriate containers, using waterproof floral tape if necessary. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Heat-Punching Styrofoam Designs

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains operation of hand-operated, electrically heated punching machine with hole-punching prongs in preset design.

S punches a designated design into a required number of styrofoam bases.

Safety Considerations: Avoid contact with heated prongs

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to operate an electrically heated punching machine in order to heat-punch a design on a styrofoam base. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Working on Assembly Lines STYROFOAM CUTTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S describes conditions and environment of assembly-line work.

S discusses responsibilities of an assembly-line worker, stressing that the worker:

- must pace his work to movement of assembly line
- must be responsible for completing his job on each piece of work
- must be responsible to others to whom his work is passed
- must limit his talking so that he does not distract other workers, possibly creating a dangerous situation

S, in a real or simulated, assembly-line, multiple-operations procedure, effectively performs his work assignment at a pace consistent with that of other workers.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) work alone at a specific task, (2) perform assignment at a pace consistent with that of other workers, and (3) complete assigned task while working on an assembly line. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Personal Hygiene and Proper Dress on Assembly Lines STYROFOAM CUTTER

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working on assembly lines.

Note: T will evaluate periodically whether S continues to manifest this behavior.

A Wholesale Florist Assistant

- performs the following major tasks:

  unpacks and repacks flowers

  stores fresh flowers

  moves heavily loaded carts and dollies

- wears usually protective clothing when working in a refrigerator
- works usually in front of customers
- works under informal supervision
- works in a damp environment that varies from restricted to spacious, including a refrigerated area

TOPIC: Unpacking Flowers from Boxes or Paper Wrappings WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S brings box or package of flowers to preparation area.

S fills containers with lukewarm water and adds flower preservative.

S cuts string or tape around box or package and removes flowers.

S makes fresh cuts on stems, or crushes stems with a mallet, as type of flower indicates.

S removes any dead leaves or petals and discards them.

S places flowers in water, keeping together flowers of same variety and color.

S places fresh flowers in back of refrigerator.

S moves older flowers toward front.

S cleans area and discards boxes, paper, twine, debris, etc.

Safety Considerations: Handle knife and shears carefully
Walk carefully to avoid slipping on wet floor or wet floral debris

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) unpack flowers from boxes or paper wrappings, (2) cut flower stems with a knife or crush with a mallet, (3) place them in lukewarm water to which flower preservative has been added, and (4) arrange in display refrigerator. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Opening Sealed Corrugated Cartons

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S displays several sealed corrugated cartons of various sizes and shapes which are secured differently. S explains that appropriate techniques for opening are to be used with each type of carton.

S chooses a carton which can be opened without the aid of a tool and opens it as required.

S selects a carton which must be opened by cutting tape. S cuts tape and opens carton as required.

S chooses a carton which must be opened by removing staples with an appropriate tool. S removes staples and opens carton as required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to open different types of cartons correctly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Care of Cut Flowers

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S maintains cut flowers in fresh condition by:

- adding preservative to water in containers
- cutting off at a slant short sections of previously trimmed stems
- placing flowers into containers, and
- storing them in refrigerator case

S displays flowers 24 hours later to demonstrate that he has maintained flowers in fresh condition.

Safety Considerations: Handle knife carefully

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to maintain cut flowers in fresh condition. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sorting and Grouping Items to Specification

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S identifies by group characteristics such stock items as hardware, cleaning supplies and other commonly used materials.

S arranges items for placement in classroom stock area by type, label, size and color. S selects correct shelves and space for placement of each group of goods.

S, working with a wider range of products and goods in school storage area, groups items with similar characteristics and indicates where to store items to make them more accessible.

S opens delivered goods to sort and group them by classification.

S places each group in appropriate storage area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) classify merchandise and products by type, label, size and color, and (2) group items to make them easily accessible, and (3) place them in appropriate storage areas. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Affixing Tags and Labels

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S demonstrates use of marking machine, stressing safety factors.

S sets print in marking machine case. S sets letters and symbols on various types of string tags, pin tickets, and gum labels.

S resets case and proceeds to print symbols on different tags and labels.

S demonstrates use of tagging device. S affixes tag to a garment, stressing safety factors in handling of device.

S inserts plastic strings into tagging device and attaches tag to garment.

S demonstrates use of machine with pin tickets and gum labels, stressing safety factors to be observed with automatic pinning of tickets on garments.

S demonstrates placement of prepared address labels on cartons and boxes.

S affixes labels to groups of cartons.

S groups cartons for separate shipments.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) set print in marking machine case, (2) operate marking machine, (3) affix tags and labels by hand and tagging device, and (4) affix prepared labels to groups of cartons and boxes. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Packing and Sealing Cardboard Boxes and Corrugated Cartons

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S shows how to pack items in boxes of various sizes when:

- item fits snugly
- item does not take up entire space
- item is small or fragile

S uses shredded paper, polyurethane filler, foam rubber filler, cotton or tissue fillers for packing. S demonstrates special packing and wrapping required for jewelry and other fine items.

S shows how to close box, taping and wrapping properly as required.

S demonstrates use of taping machine. S tapes boxes and corrugated cartons, measuring tape correctly for various sizes. S indicates where extra strength is needed, applying tape smoothly.

S demonstrates use of large pedal-operated stapling machine for sealing boxes and cartons.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able properly to (1) pack items in boxes of various sizes, (2) paper wrap and tape boxes by hand, and (3) seal boxes and cartons with stapling machine. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Packing Flowers

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S lines cardboard boxes or hampers with newspaper or wrapping paper.

S lays flowers in box.

S separates varieties of flowers with wood strip or tightly rolled newspaper.

S packs ice around flowers when instructed.

S closes box or hamper.

S ties box or hamper with twine.

S cleans work area when necessary.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) pack flowers securely, (2) wrap them in old newspaper or wrapping paper, (3) add ice when instructed, (4) cover box and tie it securely with twine, and (5) clean up work area. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Shelving Heavy Rolls of Material

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S, using good body mechanics, securely stores heavy rolls of material on different types of shelves.

S handles material in tandem with another S if material is heavy.

S employs the best method of lifting various materials.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to shelve heavy rolls of material safely and properly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working in Refrigerated Areas

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S indicates proper garments to be worn in refrigerated areas:

- Warm jacket
- Heavy trousers
- Hat
- Gloves
- Light jacket (type of garment dependent upon temperature of working area)
- Correct footwear

S, wearing appropriate garments, visits (or views pictures of) walk-in refrigerators, and explains the necessary safety precautions for opening or closing refrigerator doors.

S operates (or describes how to operate) door latches, from both within and without, and observes necessary precautions when walking on wet floors.

Safety Considerations: Walk carefully on slippery floors

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) dress appropriately for working in refrigerated areas, (2) observe necessary safety precautions in opening and closing refrigerator doors, (3) operate refrigerator door latches from within and without, and (4) observe necessary safety precautions when walking on wet floors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Loading and Unloading Hand-Operated and Mechanically Operated Dollies and Carts

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S points out the following types of objects: light and bulky, light and small, heavy and large, heavy and small, and perishable. S makes suggestions concerning the sorting and loading of these objects onto hand-operated and mechanically operated dollies and carts.

S sorts objects into groups of similar types.

S discusses the importance of distributing loads evenly for stability, and of limiting overhang and size of load for safe maneuvering of a stacked dolly or cart.

S demonstrates how to lock or block wheels of a dolly or cart.

S loads each of the following:

- bulky, light objects--distributing objects properly for safe passage through narrow openings
- small, light objects--limiting load size to prevent objects from bouncing off while dolly is in motion
- large, heavy objects--keeping load low for balance
- small, heavy objects--keeping load low for balance
- dissimilar objects--giving consideration to their weight and size in order to prevent damage
- perishable items--limiting the number of layers to avoid damage

S unloads items, placing them in low, stable piles, in designated areas, or on distribution or shipping table.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload hand-operated and mechanically operated dollies and carts with a large number and variety of objects. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Moving Heavily Loaded Dollies and Carts

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S moves dollies and carts with various loads up and down a grade of two-inch maximum elevation per foot. Ss assist each other if necessary.

S moves carts and dollies through a maze that has been obstructed with manikins to create cross aisles and through doors that have been blocked with cardboard boxes. Several Ss are used to simulate heavy traffic conditions.

S demonstrates moving heavily loaded carts over rough, slippery surfaces. S takes extra care when moving the carts so as not to injure anyone or break or damage anything.

S pulls rather than pushes cart if required.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to move hand-operated or mechanically operated dollies, which are heavily loaded, up and down grades, over rough surfaces and waxed floors, through aisles and doors. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

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TOPIC: Loading and Unloading Trucks

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S unloads cases from truck and stacks them on cart or dolly. S demonstrates correct posture in lifting and proper procedure for loading different items from truck onto moveable carts and dollies.

S unloads truck with a supermarket gravity-type roll conveyor. S squarely places a case lengthwise on the conveyor, taking care not to push the case at an angle, as it will slide off.

S loads truck efficiently by placing large, heavy items on bottom and light, fragile ones on top, giving careful consideration to proper balancing of load.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able safely to (1) load and (2) unload a truck. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Working with Short-Handled Brooms and Dustpans

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S explains that certain areas need regular cleaning with equipment that can be used quickly and is handled easily.

S sweeps up dirt and dust with short-handled broom and dustpan, showing how to bend and move backward at a proper angle to facilitate cleaning of area.

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) identify an area that needs regular cleaning, and (2) sweep it thoroughly. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Sweeping and Mopping Floors and Walks

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S sweeps floor with hair broom, using pushing strokes of two or three feet. S takes care to clean corners and tight spaces.

S scrapes heavy debris, such as gum, from floor.

S dips mop into cleaning solution, wrings well and mops in four to six arcs, pressing down on dirty spots.

S mops from windows or farthest point toward door.

S steps backward as he mops to avoid walking on cleaned area.

S uses narrow push broom and employs a pulling motion rather than a side-to-side motion when cleaning walks and narrow spaces.

Safety Considerations: Keep hands away from wringer except to press handle
Observe caution regarding overhead lights when lifting mop from wringer
Rope off wet floors
Don't leave broom standing against wall

PERFORMANCE OBJECTIVE: Given appropriate indicated equipment, S will be able to (1) sweep floors, walks and narrow areas, (2) remove heavy debris, such as gum, by scraping, and (3) mop floors, walks and narrow spaces. This objective will be met if S performs satisfactorily the above activities within a period of time predetermined by T.

TOPIC: Personal Hygiene and Proper Dress in Freight, Shipping and Stock Areas

WHOLESALE FLORIST ASSISTANT

SUGGESTED INSTRUCTIONAL ACTIVITIES:

S discusses daily rules of personal hygiene which include:

- Taking bath or shower
- Grooming hair and trimming nails
- Using deodorants
- Shaving regularly
- Using cosmetics appropriately
- Cleaning teeth correctly
- Washing hands after using bathroom facilities

S discusses proper dress for males (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Clean trousers
- Clean shirt
- Uniform, coveralls, gloves (as required and/or supplied by employer)

S discusses proper dress for females (if relevant):

- Clean, sturdy shoes (no canvas or open type)
- Clean underwear
- Appropriate dress, blouse and skirt, or pantsuit
- Uniform, coveralls, gloves (as required and/or supplied by employer)

PERFORMANCE OBJECTIVE: Given appropriate/indicated equipment, S will be able to (1) follow daily rules of personal hygiene and (2) dress as required and/or appropriate for working in freight, shipping and stock areas.

Note: T will evaluate periodically whether S continues to manifest this behavior.

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